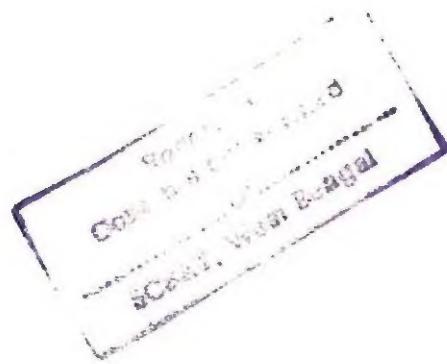


STATE STUDIES ON TEACHER EDUCATION

TEACHER EDUCATION  
— IN —  
DELHI



NATIONAL COUNCIL FOR TEACHER EDUCATION



**Teacher Education  
in  
Delhi**

State Studies on  
Teacher Education

# Teacher Education in Delhi

*Current Status, Issues and Future Projections*

For INSTITUTIONAL  
USE ONLY

**NCT of Delhi State Council of Educational  
Research and Training  
New Delhi**



**NATIONAL COUNCIL FOR TEACHER EDUCATION**  
C-2/10, Safdarjung Development Area, Sri Aurobindo Marg,  
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## *Foreword*

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades. The National Policy on Education 1986/1992 clearly recognizes this and stipulates : "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative line". Earlier, the Kothari Commission (1964-66) had also made specific recommendations to improve upon the professional, academic and social aspects of teachers. Over the years several innovative steps and contributions of state and national level organizations towards revamping teacher education have been appreciable.

The National Council for Teacher Education Act, 1993 visualizes the task before the nation. It enjoins upon NCTE to achieve planned and coordinated development of teacher education in the country and also ensure maintenance of norms and standards. NCTE, as a statutory body, has taken upon itself these responsibilities in all seriousness. A thorough understanding of teacher education system in the States/Union Territories could be a pre-requisite. Specific problems of the region have to be understood and responded to.

This could be done only through area-specific indepth studies. After several discussions with Dr. Chitra Naik, Member, Planning Commission, the NCTE decided to initiate a project of State Level Studies in Teacher Education. Such studies could be very helpful to policy makers, educational planners, teacher educators, researchers and teachers. NCTE organized a National Level Consultation Meeting inviting all SCERTs in 1996. The project was concretised subsequently by the National Steering Committee. One of the identified objectives before the NCTE in undertaking this project was to present before the state governments, the central government, the Planning Commission, universities, state and national level organizations a complete picture of education in the State highlighting the areas of input required in terms of infrastructures and professional support. It was felt that this would be helpful to the system as whole. Consequently, the project focuses not only on collecting institutional information but also on undertaking indepth study of training facilities, manpower availability, incoherence between content and processes, etc.

Prof. O.S. Dewal accepted the offer of NCTE to function as National Co-ordinator for this Project. A National Project Co-ordination Committee comprising Dr. T.N. Dhar, Dr. R.P. Singhal, Prof. C.L. Anand, Shri S.K. Grover, Dr. K. Walia and Prof. O.S. Dewal, constituted for this purpose, has been regularly monitoring the progress and assisting the state level bodies in completing the task.

To the NCT of Delhi goes the credit of completing this report well in time and to our satisfaction. We are thankful to Shri S. Raghunathan and the members of the State Steering Committee, Dr. S. Mukhopadhyay, Director, SCERT, Delhi and Dr. Madhulika S. Patel, State Nodal Officer who did commendable work in completing this study. We are grateful to Dr. J.L. Azad for editing and to Dr. D.N. Khosla for bringing out the report in the present form. NCTE hopes to present more such reports before the Nation.

New Delhi  
December 15, 1998

J.S. Rajput  
Chairman, NCTE

## *PREFACE*

The crucial role of teachers in development of country's social, economic and educational spheres is well recognised. Several commissions and committees have highlighted their professional, academic and social endeavours. The creation of statutory body like National Council of Teacher Education (NCTE) for achieving planned and coordinated development of teacher education system throughout the country as well as for the regulation and maintenance of norms and standards in teacher education signifies government's commitment towards improvement and development of education.

The study on "Teacher Education in India—Current Status, Issues and Future Projections" has been taken up by the NCTE with a view to have an authenticated and reliable data base on teacher education. The data base could be used for evolving policies, programmes and strategies concerning schools and teacher education. In partial fulfilment of National Level Study, the SCERT, Delhi has completed the State Level Study on the subject. The report of the project contains valuable information about teacher education at different levels in NCT of Delhi and has brought out key issues and future perspectives of teacher education. The analysis and interpretation of data and the recommendations contained in the report will provide the policy planners necessary inputs to meet the challenges in the field of teacher education in the NCT of Delhi.

The study has been possible with the cooperation of the concerned agencies viz. Departments of Education of Municipal Corporation of Delhi; New Delhi Municipal Committee; Delhi Cantonment Board; Directorate of Education, Government of

National Capital Territory of Delhi (GNCT); Institutes of Advanced Studies in Education, Jamia Millia Islamia and Delhi University; District Institutes of Education and Training at Keshav Putam, Moti Bagh, Rajinder Nagar, Bhola Nath Nagar and Daryaganj; Nursery Teachers' Training Institutes; College of Education (Shakarpur), Jesus and Mary College, and Women's College (Bawana) affiliated to Delhi University; Lal Bahadur Shastri Rashtriya Sanskrit Vidya Peeth by making available requisite information. I am grateful to all of them for their valuable assistance.

Shri S. Raghunathan, Principal Secretary, Education, GNTC, Delhi as Chairman of the Project Steering Committee very kindly provided the necessary guidance in the execution of the project. Other members of the State Steering Committee Sarvashri K.K. Bhasin, Director (Education); N.S. Tolia, Addl. Director (Schools), P.C. Bose, Assistant Director (Planning), GNCT; A.K. Guha, Director (Education MCD); and Prof. M. Hashmi, Jamia Millia Islamia also gave valuable suggestions. I express my indebtedness towards all of them.

I sincerely appreciate the efforts made by Dr. Shakti Kapur who initiated the project in October, 1996. Consultations provided by Dr. R.P. Singhal, Professor G.L. Arora, Prof. R.S. Khan, Prof. K.K. Jain, Dr. C.H. Sharma, Mrs. Najma Siddiqui and Ms. K. Vasudeva are also gratefully acknowledged. Thanks are also due to Sarvashri Nebulal and H. Yadav for data collection and Rajesh Kumar and V.P. Sharma for transforming the manuscript into a presentable form.

Since inception, Dr. Madhulika S. Patel, Sr. Lecturer was identified as the Nodal Officer for this project. Her dedicated involvement at all stages of the project is commendable. We, at SCERT, put on record our appreciation for her work.

It is hoped that this report shall be useful for the officials, planners, researchers and the organisations concerned with the functioning and development of education, specially teacher education, in the NCT of Delhi.

New Delhi  
November, 1997

**Dr. S. Mukhopadhyay**  
Director, SCERT

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## **Chapter 1**

### *Introduction*

#### **Rationale**

In India, the crucial role of education for an overall socio-economic development of the country has been well recognised. Various documents of national policy, successive five year plans and the reports of commissions and committees, which have examined the functioning of education from time to time, have observed the significance of education as a potent instrument of socio-economic change.

In the overall process of development and change, education provides critical inputs to various socio-economic sectors and also generates resources to sustain its own growth on a long term basis. The former may be termed as productive function and the latter as the reproductive function of education. Education performs the productive function by contributing to various sectors of economy which include supply of adequate trained manpower, enhancement in quality of labour with positive effect on individual's earnings and productivity of concerned sectors; cultivation of desirable attitudes, value system and behavioural attributes conducive to and in support of national aspirations. The productive function of education is also manifested through increased social mobility and consequent reduction in the socio-economic inequalities.

The reproductive function of education includes the generation of adequate and sufficiently trained manpower, specially teachers expanding the overall knowledge base for survival and growth of education sector for meeting emerging future challenges on a continuing basis. The efficiency and success of the productive function essentially depends on the success of the reproductive function. It is in this context that the expansion of knowledge base and preparation of teachers in quantitative as well as qualitative terms is of considerable significance.

In India, the crucially important role of teachers towards the functioning, effectiveness, continued evolution and its efficiency to contribute to the development process is now increasingly appreciated. The National Policy of Education (NPE) and the Programme of Action (POA), 1986 and 1992, documents have delineated the policies and programmes aimed at the improvement of teaching and teachers. The establishment of State Council of Educational Research and Training (SCERT), District Institutes of Education (DIETs), Institutes of Advanced Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) has been an important development towards the teachers' education in the country.

The establishment of the National Council for Teacher Education (NCTE) in August, 1995 as an apex body for achieving planned and co-ordinated development of teacher education marks the beginning of a new chapter in teacher education. The Council is expected to regulate and maintain norms and standards of teacher education throughout the country.

There is a general realization that the existing data available with the State Governments and national level organisations are inadequate to give an overall picture of teacher education system in terms of requirements of their resources and linkages of output with the overall educational set up. In order to have a detailed and reliable data-base and to have a clear understanding about the issues being faced by teacher education in the country, the NCTE preferred to conduct a national level study with

participation of State level organisations concerned with the education of teachers.

The present study has been undertaken as a part of NCTE sponsored project covering teacher education in the National Capital Territory (NCT) of Delhi.

## **Objectives**

The objectives of the study, with special reference to the NCT of Delhi, are as follows :

- to study the growth, development and present status of teacher education system;
- to study the structure, mechanisms of management, infrastructural facilities, admission requirements, courses offered and modes of their transaction and other matters related to quality etc. of teacher education in various teacher education institutions;
- to identify strengths, problems and current issues in teacher education;
- to identify the reforms needed to revamp the teacher education programmes in the light of emerging changes in school education;
- to assess the extent of manpower requirement for different categories of teachers and teacher educators;
- to identify additional inputs critically needed for improving teacher education system and for bridging the gaps identified in the study; and
- to help planners and policy-makers to do future planning and reconstruction of teacher education.

## **Scope**

This State Level Study covers all the teacher education institutions offering pre-service as well as in-service education to teachers at pre-primary, primary, elementary and secondary school levels in the NCT of Delhi. The study aims at providing

base-line information about growth, present status and perspectives of teacher education covering important aspects related to organisation and management of teacher education, resource support institutions and major strengths and issues of teacher education besides the academic, administrative, financial, professional and socio-economic aspects of education of teachers at three levels through pre-service and in-service mechanisms.

## Methodology

**Executing Agency** - The State Council of Educational Research and Training (SCERT) acted as the nodal agency and Dr. Madhulika S. Patel, Sr. Lecturer in Department of Educational Planning and Administration of SCERT as nodal officer for executing the project in close cooperation with Dr.(Miss) Shakti Kapur, Jt.Director, SCERT, who was member in the Project Steering Committee.

**Steering Committee** - The Steering Committee to plan and oversee the execution of the project was constituted which included the representatives of all the institutions and organisations engaged in the education of teachers and teacher educators in the NCT of Delhi. The Secretary (Education), Government of NCT of Delhi was the ex-officio chairman of the steering committee. The members of the steering committee included representatives of Directorate of Education, NDMC, MCD, Jamia Millia Islamia, Delhi University and Planning Cell of the Government of NCT of Delhi.

**Tools** - The following tools were developed for the collection of data :

- (i) A Questionnaire for "Status Study of Teachers' Training Institution" was used for the collection of data from individual teacher education institutions. It consists of questions related to important aspects of teacher education institutions such as student admission, curriculum and co-curricular activities, examination results, students' welfare, staff development and welfare,

administration and finance, in-service programmes, research activities and future vision.

(ii) Another Questionnaire on "Educational Data on Teacher Education in NCT of Delhi" was used for the collection of data from the Education Departments of MCD, NDMC, DCB and Directorate of Education. It was aimed at collecting data related to location (rural/urban), management, enrolment, teachers' strength, subject-wise distribution of teachers, recruitment norms and mechanisms and other related information.

**Collection of Data** - The data for the study was collected from the following Institutions/Organisations/Departments :

- Nursery Teachers' Training Institutions
- District Institutes of Education and Training
- Colleges of Education
- Institutes of Advanced Studies in Education/ Departments of Education of Jamia Millia Islamia, Delhi University and Lal Bahadur Shashtri Rashtriya Sanskrit Vidya Peeth.
- Education Departments of MCD, NDMC, DCB and Directorate of Education.

In addition, information was obtained from the professional organisations of teachers working towards the welfare of teachers in the NCT of Delhi. Discussions were held with officials in the Education Departments of MCD, NDMC, Directorate of Education, principals of schools and Teacher Training Institutions and also experts in education associated with the organisations working in teacher education systems in the NCT of Delhi. Table I.1 summarises the response rate of various types of institutions/ organisations, approached for the collection of data for the project.

TABLE 1.1

## NUMBER OF INSTITUTIONS/ORGANISATIONS RESPONDING TO THE QUESTIONNAIRE

S. No.	Level of Institutions	Management	No. of Institutions from which responses solicited	No. of Institutions that responded	Percentage of Institutions that responded
1.	Pre-Primary	Private	12	10	83%
2.	Primary/ Elementary	Government	7	7	100%
3.	Secondary/ Sr. Secondary	Government	2	2	100%
4.	IASE/Deptt. of Education of Universities	Autonomous	3	3	100%
5.	Colleges offering courses on teacher education	Autonomous	4	3	75%

□

## **Chapter 2**

# *Teacher Education in the NCT of Delhi— An Overview*

### **Introduction**

Delhi is situated on the bank of river Yamuna and is spread over an area of 1483 sq. kms. of which 891 sq. km. is rural and the remaining 592 sq. kms. is Urban. It is surrounded by the States of Haryana and Uttar Pradesh. While as a historic capital city, Delhi has been in existence for centuries. The growth of present Delhi could be attributed to the transfer of the capital of British India from Calcutta to New Delhi in 1912. It has grown into a mega-cosmopolitan metropolis characterised by fast urbanisation and population explosion due to continuous influx of people from different parts of the country. Its demographic profile in brief is given in Table 2.1.

TABLE 2.1

## DEMOGRAPHIC PROFILE OF NCT OF DELHI (1991 CENSUS)

S.N	Parameters	Total	Rural	Urban
1.	Population Persons Male, Female,	9370475 5120733 4249742	943392 517923 425469	8427083 4602810 3824273
2.	Area (in sq. kms) -	1483	891	592
3.	Decennial Growth (1981-91) (a) Absolute (b) Percentage	3150069 50.64%	491186 108.61%	2658883 46.09%
4.	Density (Persons per sq. km.)	6319	1183	12293
5.	Sex Ratio Females per 1000 males	830	821	831
6.	Literacy rate Persons Males Females	76.09% 82.63% 68.01%	- - -	- - -
7.	Proportion of Urban population/ Rural population to Total Population	100	10.07	89.93
8.	SC population	1769023	206231	1562792
9.	Percentage in Total	18.87%	21.86%	18.54%
10.	No. of villages	Total 209	Inhabited 199	Uninhabited 10
11.	No. of census towns	3	-	-
12.	Main languages Hindi, Punjabi, Urdu,			
13.	Per capita income 5315.00 (1991 Census)			

Delhi became Union Territory on November 1, 1956. In December 1991, the Parliament passed the 74<sup>th</sup> Constitution Amendment Bill providing a legislative assembly of seventy seats with seven member Council of Ministers headed by a Chief Minister. In 1993, Delhi was designated as National Capital

Territory (NCT). The NCT of Delhi has an elected government and the Council of Ministers includes Minister incharge for Education. The Administrative powers rest with the Lt. Governor, who is assisted by Chief Secretary and at the secretariat level Secretary (Education) looks after matters pertaining to education.

The present administrative set-up of the NCT is represented by a multiplicity of authorities with delicate balance between the powers of central and state governments. Accordingly, the subject of education, specially school education is under a number of organisations including the Directorate of Education and Education Department in the local bodies, that is, Municipal Corporation of Delhi(MCD), New Delhi Municipal Committee (NDMC) and Delhi Cantonment Board (DCB).

### **Directorate of Education**

The local bodies, that is, MCD, NDMC and DCB are responsible for providing primary schooling facilities. Education at all levels such as primary, middle, secondary and senior secondary is provided by the Directorate of Education besides exercising the right of laying down and supervising the standards of education in all schools under the GNCT of Delhi.

### **Municipal Corporation of Delhi (MCD)**

The MCD was constituted under the Delhi Municipal Corporation Act, 1957 in pursuance of recommendation of the State's Reorganisation Commission. It was set up with the objective of providing an efficient municipal government to Delhi and is vested with functions though primarily municipal in character but also those pertaining to generation and distribution of electricity, water supply and drainage, fire prevention, hospitals, schools etc. Rural areas of Delhi are also under the territorial jurisdiction of MCD. The framework of the Corporation provides for a delicate balance between somewhat independent executive authority i.e. the commissioner appointed by the Central Government and the elected representatives having considerable powers. The Central Government has powers to give direction to the Corporation or to supersede the Corporation.

### **New Delhi Municipal Committee (NDMC)**

The NDMC functions under an administrator with the overall control being exercised by the Union Ministry of Home Affairs. The reason for the special status of the NDMC is that it has within its jurisdiction a large concentration of government offices, residences of high dignitaries, foreign embassies/missions etc. It provides for schools from primary to senior secondary schools catering to educational needs of children of classes I-XII.

### **Delhi Cantonment Board (DCB)**

The Delhi Cantonment Board was set up under the Cantonment Act, 1924 which is applicable to all cantonments in the country. The Board makes provision for civic amenities including provision of primary/elementary schooling facilities in areas within its jurisdiction.

### **Historical Perspective and Reforms**

The foundation of the present day teacher education system is based on the development and reforms which have taken place in the past. These developments could be divided into pre-independence and post-independence periods.

### **Pre-Independence Period**

The initiation of teacher education in Delhi could be traced back to pre-independence period. The Government of India Resolutions on Education Policy, 1904 and 1913 suggested certain useful measures for preparation of teachers and their periodical reorientation besides improvement of courses so that they do not relapse into ignorance. Realizing the importance of training of teachers, they emphasised that no teacher should be allowed to teach without a teaching certificate. In February, 1917 the first government training school for women teachers was set up in Delhi. It offered a junior level course to trainees with primary level education and a senior level course to teachers/trainees with middle level education for an intake of 50 for each course.

The intake, however, remained less than the sanctioned till late thirties. For instance, the intake during 1933 and 1938 was 83 and 53 respectively.

On the recommendations of the Calcutta University Commission, 1917, popularly known as Sadler Commission, the Departments of Education were started in Indian Universities. In 1932, Lady Irwin college was established in Delhi and in 1938, Jamia Millia Islamia introduced junior basic training course. Dr. Zakir Hussain suggested the introduction of in-service education of teachers in 1940 and a decision was taken to depute the principals and vice-principals of schools, during summer vacation, to study the arrangements of in-service teacher education institutions in Uttar Pradesh and Punjab.

#### **CHRONOLOGICAL DEVELOPMENT OF TEACHER EDUCATION IN DELHI**

- 1917** : A government training school for women was set up in Delhi to offer senior and junior level courses to middle and primary level teacher trainees, with a sanctioned strength of 50 trainees each.
- 1932** : Lady Irwin college started the B.Ed. course.
- 1938** : (i) Junior basic training school was opened in Jamia Millia Islamia.  
(ii) An entrance test for admission to government training school was introduced.
- 1940** : (i) Dr. Zakir Hussain suggested the introduction of refresher courses for in-service teachers. Decision was taken to study the arrangements in U.P. and Punjab for the in-service training of teachers.  
(ii) Different curriculum for training of teachers of urban and rural areas was suggested, which included kindergarten method, hygiene, geography and language for the urban and health, hygiene and home science for the rural area teachers.
- 1945** : English as a subject was included in teacher training course at government training school.

1947 : (i) B.Ed. course was started at the Central Institute of Education, University of Delhi.  
 (ii) The government training school was converted into a Teachers' Training Institute and Junior Basic Training Course was started. All the previous courses of the school were discontinued.

1950 : M.Ed. course was started at the Central Institute of Education, University of Delhi.

1955 : Ph.D. Programme was introduced at the Central Institute of Education, University of Delhi.

1956 : An Institute for Male teacher trainees was started at Bela Road.

1957 : Jamia Millia Islamia started B.Ed. course.

1958 : (i) Teachers' Training Institutes at Daryaganj and Bela Road were merged  
 (ii) Manav Bharti Nursery Teachers' Training Institute was opened.

1962 : (i) Bal Bharti Nursery Teachers' Training Institute was opened.

1964 : (i) A Teachers' Training Institute for male trainees was opened at Alipur.  
 (ii) State Institute of Education was established.

1965 : B.Ed. course was started at Lal Bahadur Shashtri Rashtriya Sanskrit Vidyapeeth.

1969 : The Institute at Alipur was merged with Teachers' Training Institute at Daryaganj.

1970 : (i) Ph.D. Programme was started in Jamia Millia Islamia.  
 (ii) M.Phil Course was started in the University of Delhi.

1975 : Nursery Teachers' Training course of two years duration for women was started at Teachers' Training Institute, Daryaganj.

1980 : (i) B.Ed. and M.Ed. courses in special education were started at Jamia Millia Islamia.

- (ii) M.Ed. course was started at Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth.
- 1981 : Ph.D. Programme was introduced at Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth.
- 1988 : (i) A Nursery Teachers' Training College for women was opened at Asaf Ali Marg.
  - (ii) Two District Institutes of Education and Training (DIETs) were opened at Rajinder Nagar and Keshav Puram in pursuance of NPE, 1986.
  - (iii) The State Council of Educational Research and Training was established.
- 1989 : (i) Vocational Training College for women was opened at South Extension.
  - (ii) DIET at Moti Bagh was opened.
- 1991 : (i) Two Nursery Teachers' Training Institutes were opened at Najafgarh and Vikaspuri.
  - (ii) DIET at Bhola Nath Nagar was opened.
- 1992 : (i) Four Nursery Teachers' Training Institutes were opened at Defence Colony, Nilo thi Mode, Priya Darshini Vihar and Paschim Vihar.
- 1994 : (i) A College of Education offering B.Ed. course was opened at Shakarpur
  - (ii) B.Ed. in elementary education (B.El.Ed.) course was introduced in Maulana Azad Centre for Elementary and Social Education (MACESE), IASE, Delhi University; Jesus and Mary college; and in the womens' college at Bawana.
  - (iii) DIET at Daryaganj was started.
- 1996 : The seats of elementary teacher trainees in DIETs at Rajinder Nagar, Keshav Puram, Moti Bagh, Daryaganj and Bhola Nath Nagar increased to 460 from 210 w.e.f. 1996-97 session.

### Post Independence Period

During the post independence period, continued efforts have been made towards quantitative and qualitative improvement

of education. A number of Committees and Commissions addressed themselves towards streamlining the system of education and recommended specific measures for the improvement of teacher education raising the socio-economic status and professional growth of teachers. These include the Secondary Education Commission, 1952; Committee on General Education, 1958; Study Group on Training of Elementary Teachers, 1961; Indian Education Commission, 1964 and National Commission on Teachers, 1983. The National Policy on Education, 1986 and the Programme of Action, 1986 have greatly influenced the teacher education system. These developments also made an impact on quantitative and qualitative improvement in teacher education in Delhi. Table 2.2 and Figures 2.1 to 2.6 reveal this progress.

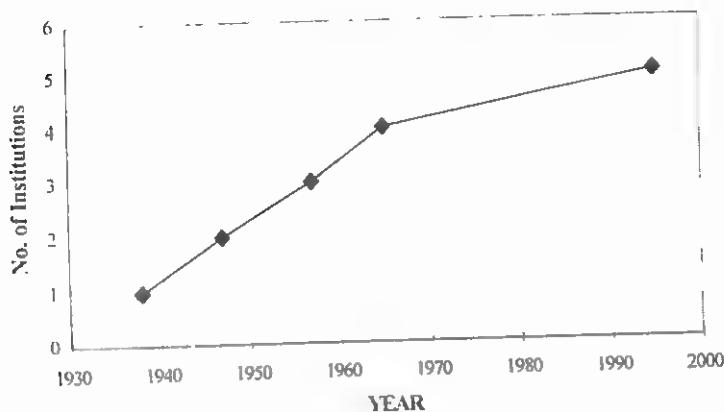
/ TABLE 2.2  
GROWTH OF TEACHER EDUCATION INSTITUTIONS IN DELHI

S.N.	Year	No. of Institutions opened			Strength (No. of seats)				
		Nurs- sery	Elemen- tary/JBT	Secondary	Nurs- sery	Ele- mentary	Secondary/ Sr.Secondary	B.Ed.	B.El. Ed.
1.	1938	-	1 (1)	1	-	-	60	60	
2.	1947	-	-	1(2)	-	-	-	-	225
3.	1948	1 (1)	1 (2)*	-	-	50	50*	-	
4.	1957	-	-	1 (3)	-	-	-	160	
5.	1958	1 (2)	-	-	-	100	-	-	
6.	1962	1 (3)	-	-	-	100	-	-	
7.	1965	-	-	1(4)	-	-	-	180	
8.	1988	1 (4)	2 (3)	-	-	25	100	-	
9.	1989	1 (5)	1 (4)	-	-	50	50	-	
10.	1991	2 (7)	1 (5)	-	-	80	50	-	
11.	1992	4 (11)	-	-	-	280	-	-	
12.	1994	-	1 (6)	-	3	-	50	-	120
13.	1995	-	-	1(5)	-	-	-	150	
14.	1996	-	-	-	-	-	210	-	
Total		11	6	5	3	685	520	775	120

\*Closed in 1994

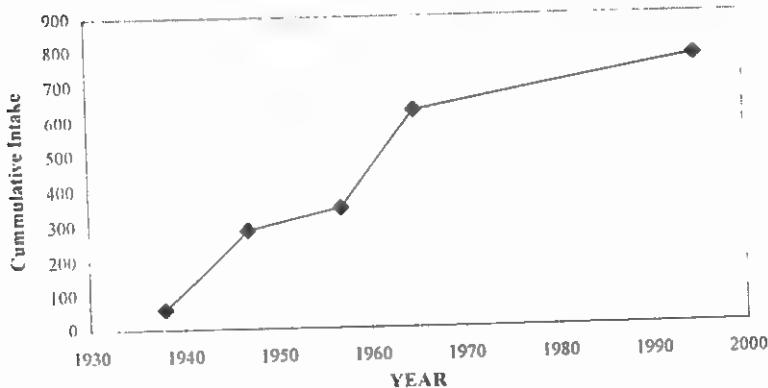
( ) The values in bracket show the cumulative number of institutions

**Growth of Teacher Education Institutions offering  
B.Ed. Degree Course in Delhi**



**Figure 2.1**

**Cumulative Intake of Teacher Education Institutions offering  
B.Ed. Degree Course in Delhi**



**Figure 2.2**

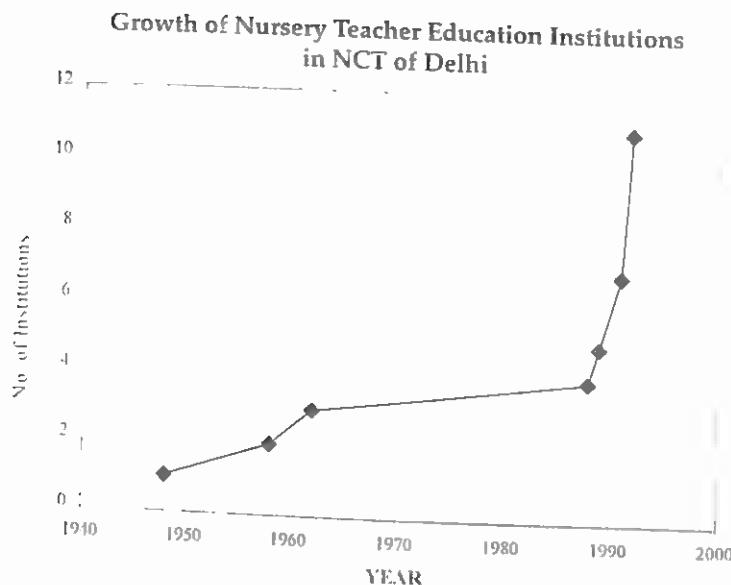


Figure 2.3

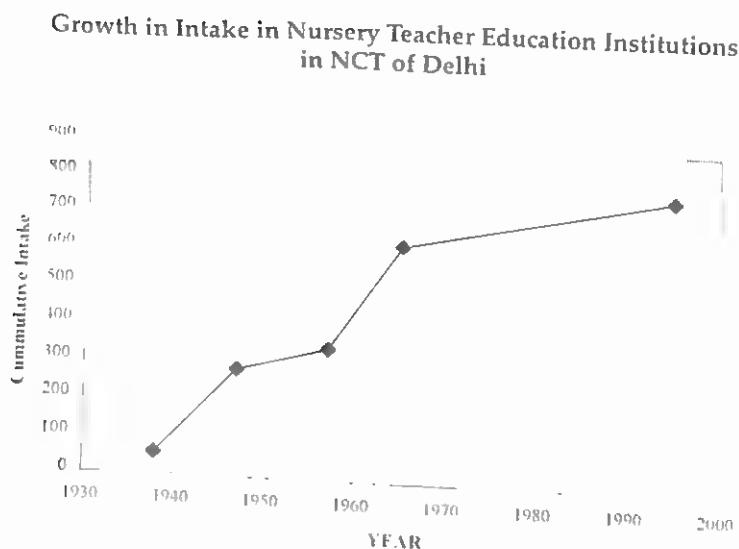
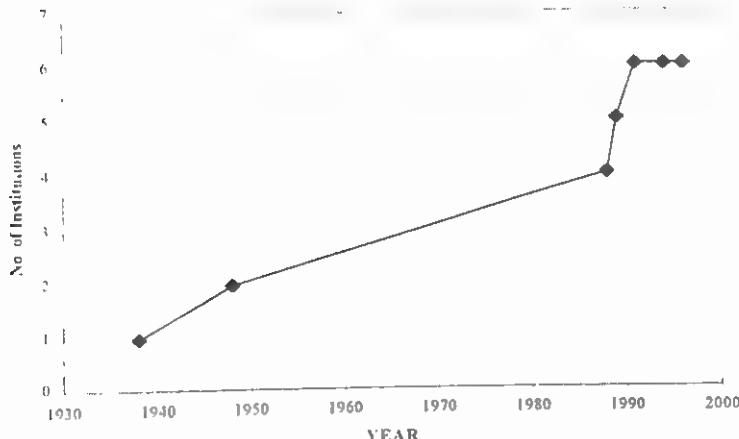
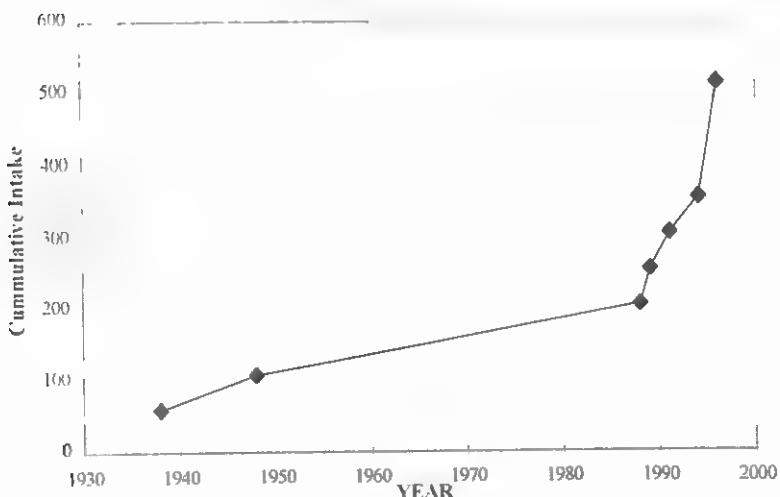


Figure 2.4

**Growth of Elementary Teacher Education Institutions  
in NCT of Delhi****Figure 2.5****Growth in Intake in Elementary Teacher Education Institutions  
in NCT of Delhi****Figure 2.6**

The development of teacher education system in Delhi could be classified as follows :

- (i) Education Departments in Universities : During the period, Departments of Education have been opened in the Universities of Delhi, Jamia Millia Islamia and Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth. These Departments offer B.Ed., M.Ed. and M.Phil/Ph.D. programmes in education. B.Ed. course is also available in certain colleges affiliated to these universities.
- (ii) Nursery Teachers' Training (NTT) Institute : The growth of NTTIs during the post-independence period was moderate and it was stagnant during 1963-1987. After the adoption of NPE (1986), a number of new institutions, both government as well as private, have been opened so much so that the supply of trained nursery teachers is now much more than their demand in NCT of Delhi.
- (iii) Elementary Teachers' Training Institutions : Till 1988, there were only two Junior Basic Training Institutes in Delhi with annual intake of 60 and 50. Subsequently, 5 District Institutes of Education and Training have been added with a total intake of 460. Trained teachers at elementary level are in short supply in comparison to their demand in the NCT of Delhi.

### **Teacher Education Institutions in Delhi**

The institutions associated with teacher education can be categorised as under :

#### **State Council of Educational Research and Training (SCERT)**

The SCERT provides in-service education to teachers at secondary and senior secondary levels, in subject areas, planning and administration of school system, educational material development and action research related to overall improvement of school education in Delhi. It also advises the GNCT of Delhi on important policy matters relating to education of teachers.

### **District Institutes of Education and Training (DIETs)**

A total of five DIETs have been opened in the NCT of Delhi, at Rajinder Nagar, Keshav Puram, Moti Bagh, Bhola Nath Nagar and Daryaganj since 1988 to offer pre-service as well as in-service programme for primary teachers. The annual intake of five DIETs in pre-service teacher education programme, known as Diploma in Elementary Teacher Education, is 460. The course is of two year duration and follows semester system of examination. After obtaining ETE diploma, the trainees are generally absorbed in primary schools. The in-service training programmes of DIETs encompass various subject areas of relevance to primary teachers, head masters and other functionaries in educational set up. Each DIET trains about 600 teachers annually. In addition, the DIETs provide necessary academic resource support to the schools and carry out action research for innovations in primary education in their respective operational area.

### **Institute of Advanced Studies In Education (IASEs)**

The Universities of Delhi and Jamia Millia Islamia have established IASEs in pursuance of NPE, 1986. The IASE at Jamia Millia Islamia offers training to Nursery teachers (10 seats); Primary/Elementary teachers (60 seats); Secondary school teachers (B.Ed. seats 180) and B.Ed. in special education (15 seats). The IASE Delhi University offers B.Ed. degree course (225 seats) for secondary school teachers. In addition, Maulana Azad Centre for Elementary and Social Education has been offering four year integrated B.Ed. course in Elementary Education (120 seats) since 1994-95 session. The other activities of IASEs include in-service training of teachers, development of teaching material, research and extension work.

### **Departments of Education in Colleges**

The pre-service training to teachers is also offered by Departments of Education of the following colleges affiliated to the University of Delhi :

S.No.	Name of the College	Course Offered	No. of Seats
1.	College of Education Shakarpur	B.Ed.	150
2.	Lady Irwin College	B.Ed.	60
3.	Jesus and Mary College	B.Ed.	40
4.	Women's College, Bawana	B.Ed.	40
5.	S.P. College	B.Ed.	40

### **Department of Education, Lal Bahadur Shastri Rashtriya Sanskrit Vidya Peeth (LBSRSV)**

B.Ed. degree pre-service training programme (180 seats) to sanskrit teachers. It offers and has also introduced M.Ed. and Ph.D. programme in Education.

### **Nursery Teachers' Training Institutions (NTTIs)**

The following institutions offer nursery teachers' training in Delhi:

1. Manav Bharti NTTI, Panchsheel Park, Sadhana Enclave, New Delhi-110017
2. Bal Bharti NTTI , Pusa Road, New Delhi.
3. Vocational Training College for Women, South Extension Part-I, New Delhi.
4. Shaheed Bhawan Vocational Training Centre for Women, Aruna Asaf Ali Road, New Delhi-110067
5. Man Singh NTTI, RZ-27, Prem Nagar, Najafgarh, New Delhi-110043
6. Rama Krishan NTTI, M Block Vikaspuri, New Delhi-110008
7. NTTI , South Delhi Public School , Defence Colony, New Delhi-110024
8. Lovely Public School NTTI, Priyadarshini Vihar, Delhi-110092

9. Mata Raj Kauran Chadha , Gauri Hari Krishna Nagar , Paschim Vihar, New Delhi.
10. CRM Institute of NTT, Nilothi More, Delhi-110041
11. Mata Kasturi Devi, Gopal Nagar ,Najafgarh, New Delhi
12. South Delhi Polytechnic for Women, Lajpat Nagar, New Delhi.
13. IASE Department of Education, Jamia Millia Islamia , New Delhi

### **Municipal Corporation Of Delhi (MCD)**

The M.C.D. has set up two centres for in-service training of their teachers at Shakti Nagar and Ahata Thakur Das. The training conducted by these centres covers all the school subjects at primary level. These centres organise 10-15 programmes during each academic session of two to three weeks' duration with an intake of about 50 participants in each programme.

### **NDMC School of Science and Humanities**

The NDMC has established this institute to conduct in-service teacher training programmes of two to three weeks' duration in various school subjects as well as in areas of general concern like maintenance of science lab, computer literacy, total literacy campaign, population education, environmental awareness etc. The school also organises workshops and seminars for the benefit of teachers on topics of interest to them which include music, yoga, work experience , physical activities and curriculum development. About 300 to 400 teachers and heads of schools are covered in these programmes every year.

### **Directorate of Education**

The Directorate of Education has set up five science centres at Hakikat Nagar, Vasant Vihar, Karol Bagh, Shahdara and Lajpat Nagar. These centres organise training programmes for science teachers and science laboratory staff working in schools. The



frequency and intake in courses is determined by the Directorate from time to time.

### Pre-Service Teacher Education Courses

The following pre-service teacher education courses are available in different institutions located in NCT of Delhi :

- Nursery Teachers' Training Course (NTT)
- Elementary Teacher Education Course (ETE)
- Bachelor of Elementary Education (B.Ed.Ed.)
- Bachelor of Education (B.Ed.)
- Bachelor of Education (Special Education)
- Bachelor of Education (Sanskrit Teachers)

The pre-service training for school teachers upto the first degree lend is through regular face-to-face courses in the concerned institutions and not through part-time evening or correspondence courses.

### School Education in NCT Of Delhi

The local bodies i.e. MCD, NDMC, DCB and Directorate of Education are responsible for school education in GNCT of Delhi. The MCD concentrates on pre-primary and primary education while the NDMC has schools from pre-primary to senior secondary level in its operational area. The DCB has schools at primary/middle level. The Directorate of Education runs the schools at all the levels of school education. In addition, primary to senior secondary level education is also imparted in a few Kendriya Vidyalayas working under Kendriya Vidyalaya Sangathan. Navodaya Vidyalayas under Navodaya Samiti also provide elementary school education in Delhi.

Institution-wise details are given in Table 2.3 and in Figures 2.7 to 2.9.

TABLE 2.3  
INSTITUTE-WISE INTAKE AND OUTPUT OF VARIOUS PRE-SERVICE TEACHER EDUCATION COURSES  
OF VARIOUS INSTITUTIONS

S. No.	Courses and Institutions	1995-96			1994-95			1993-94		
		Sanctioned Strength	Actual Intake	Passed	Failed	Actual Intake	Passed	Failed	Actual Intake	Passed
<b>I. NURSERY TEACHER TRAINING</b>										
1.	Manav Bharti	100	49	49	-	100	88	2	100	89
2.	Bal Bharti	100	100	100	-	100	100	-	100	100
3.	Vocational Trg. South Ext.	50	50	50	-	40	40	-	40	40
4.	Shaheed Bhawan	25	21	18	3	25	24	1	24	24
5.	Man Singh	40	47	43	4	63	54	9	75	66
6.	Ram Krishan	80	62	61	1	63	70	-	74	74
7.	South Delhi	40	34	29	-	40	29	4	40	34
8.	GRM, Nilo thi	80	44	32	12	26	26	-	42	40
9.	LPS Priyadarshni	80	43	43	-	26	26	-	40	40
10.	Mata Raj Kauran	80	49	49	-	68	63	-	71	70
11.	Jamia Mallia Islamia	10	10	10	10	-	-	-	-	-

S. No.	Courses and Institutions	1995-96			1994-95			1993-94			
		Sanctioned Strength	Actual Intake	Passed	Fail	Actual Intake	Passed	Failed	Actual Intake	Pass	Failed
	<b>III. ELEMENTARY TEACHER EDUCATION</b>										
1.	Jamia Millia Islamia	60	56	56	-	56	56	-	56	56	-
2.	DIET, Rajinder Nagar	50	42	42	-	48	48	-	45	45	3
3.	DIET, Keshav Puram	50	42	38	4	51	48	3	58	53	5
4.	DIET, Moti Bagh	50	42	37	5	45	45	-	51	50	1
5.	DIET, Bhola Nath Nagar	50	41	40	1	44	44	-	40	35	-
6.	DIET, Daryaganj	50	47	42	5	-	-	-	-	-	-
	<b>III. BACHELOR OF EDUCATION (B.Ed.)</b>										
1.	Jamia Millia Islamia	160	149	126	23	143	135	08	153	130	23
2.	CIE, Delhi Univ.	225	-								
3.	LBSRSV	180	196	162	34	182	168	14	194	170	24
4.	College of Edn. Shakarpur	150	38	NA	NA	NA	NA	NA	NA	NA	NA
5.	Lady Irwin College	60				Data not available					
	<b>IV. BACHELOR OF ELEMENTARY EDUCATION (B.El.Ed.)</b>										
1.	Jesus and Mary College	40	40	NA		NA	NA	NA	NA	NA	NA
2.	Women's College, Bawana	40	40	38	2	NA	NA	NA	NA	NA	NA
3.	SP College	40	40	NA		NA	NA	NA	NA	NA	NA

**Comparison of Sanctioned Strength and Actual Intake in  
Nursery Teacher Education Institutions in NCT of Delhi**

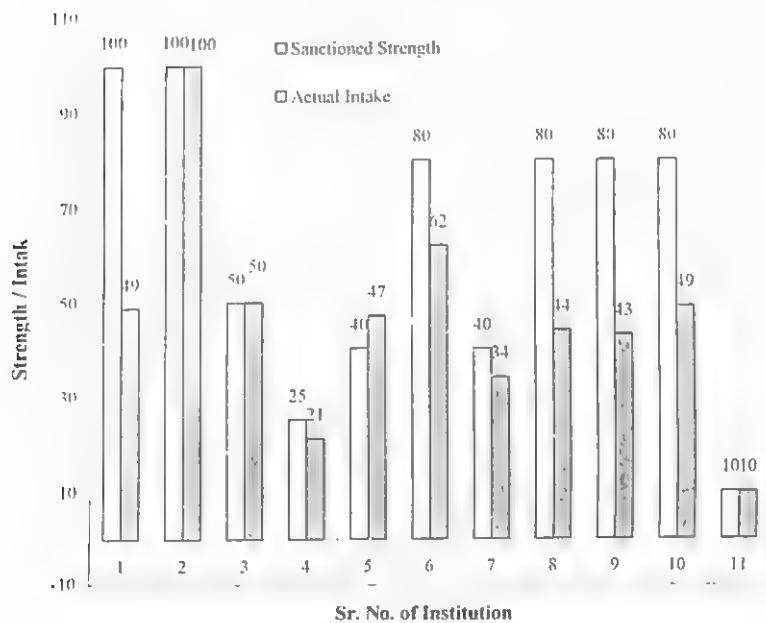


Figure 2.7

**Comparison of Sanctioned Strength and Actual Intake in Elementary  
Teacher Education Institutions in NCT of Delhi.**

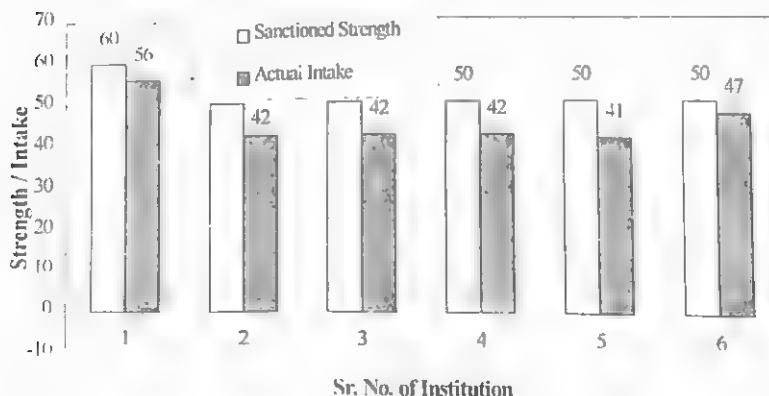


Figure 2.8

**Comparison of Sanctioned Strength and Actual Intake in Institutions offering B.Ed-Programme in NCT of Delhi**

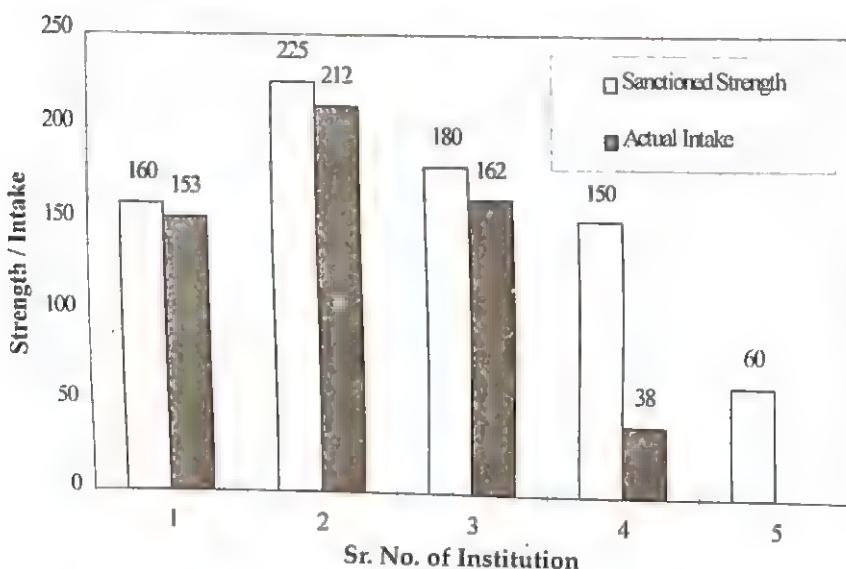


Figure 2.9

### Schools

MCD is mainly concentrating on pre-primary and primary education, DCB on primary/middle education while NDMC Directorate of Education, Kendriya Vidyalaya Sangathan as well as private managements manage schools for all levels.

Tables 2.4 to 2.6 and Figure 2.10 show the position of various schools located in Delhi.

**TABLE 2.4**  
**NUMBER OF SCHOOLS IN MCD, NDMC AND DCB AT VARIOUS  
LEVELS OF EDUCATION**

(DURING 1993-94 TO 1995-96)

S. N.	Level	MCD			NDMC			DCB		
		1993- 94	1994- 95	1995- 96	1993- 94	1994- 95	1995- 96	1993- 94	1994- 95	1995- 96
1.	Pre-Primary	*	*	70	21	22	22	NA	NA	NA
2.	Primary	1798	1981	2208	49	51	52	8	8	8
3.	Middle	NA	NA	NA	10	10	10	NA	NA	NA
4.	Secondary	NA	NA	NA	6	6	6	NA	NA	NA
5.	Sr. Secondary	NA	NA	NA	5	5	5	NA	NA	NA
6.	Nav Yug	NA	NA	NA	8	8	8	NA	NA	NA
7.	Aided Schools	NA	NA	NA	8	7	7	NA	NA	NA

(NA)- Not Applicable

(\*) - Data not available

**TABLE 2.5**  
**VARIOUS TYPES OF SCHOOLS (RURAL/URBAN; GOVT / AIDED /  
UNAIDED) LOCATED IN NCT OF DELHI**

S.No.	Level	Location-wise		Management wise			Total
		Rural	Urban	Govt.	Govt. Aided	Unaided	
1.	Pre-Primary	-	760	760	-	-	760
2.	Primary	592	1646	2048	160	30	2238
3.	Middle	111	448	179	25	355	559
4.	Secondary	63	261	180	27	117	324
5.	Sr. Secondary	140	854	611	166	217	994
6.	Kendriya Vidyalaya	4	28	32	-	-	32
	Total	910	3997	3810	378	719	4907
	Percentage	19	81	78	8	14	100

Source: Statistical Branch, Directorate of Education, GNCT of Delhi, 1996-97

TABLE 2.6

## GROWTH IN THE NUMBER OF SCHOOLS IN NCT OF DELHI

(DURING 1991-92 TO 1995-96)

S.N.	Level	Number of Schools in the year				
		1991-92	1992-93	1993-94	1994-95	1995-96
1.	Pre-Primary	*	*	*	*	760
2.	Primary	2039	2049	2148	2170	2238
3.	Middle	497	511	525	525	559
4.	Secondary and Sr. Secondary	1165	1172	1223	1245	1318

Source : Statistical Unit, Directorate of Education, GNTC of Delhi, Old Secretariat

(\*) Data not available

## Types of Schools located in NCT of Delhi

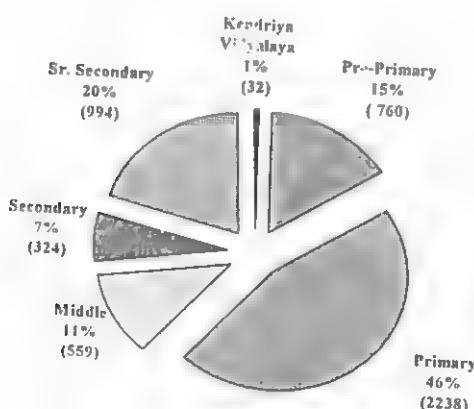


Figure 2.10

81 per cent schools are located in urban areas and the remaining 19 per cent in rural areas. Similarly, the schools run by government are 78 per cent and government aided schools are 8 per cent. Schools run by private management account for only 14 per cent of the total schools in the NCT of Delhi.

## School Enrolment

Table 2.7 and Figure 2.11 show enrolment of various schools in Delhi

TABLE 2.7

### ENROLMENT OF STUDENTS AT VARIOUS LEVELS IN SCHOOLS OF NCT OF DELHI (1995-96)

S.N.	Levels	Enrolment of students					
		Boys		Girls			
		Strength	Per cent	Strength	Per cent		
1.	Pre-primary	54508	48.4	57996	51.6	112504	
2.	Primary	546140	52.4	496307	47.6	1042447	
3.	Middle	230391	47.0	260074	53.0	490465	
4.	Secondary	291516	47.4	323220	52.6	614736	
5.	Sr. Secondary	190688	45.6	227797	54.4	418485	

Source: Statistical Branch, Directorate of Education, Old Secretariat, GNTC of Delhi

### Gender-wise Enrolment of Students at various Levels of Education in NCT of Delhi.

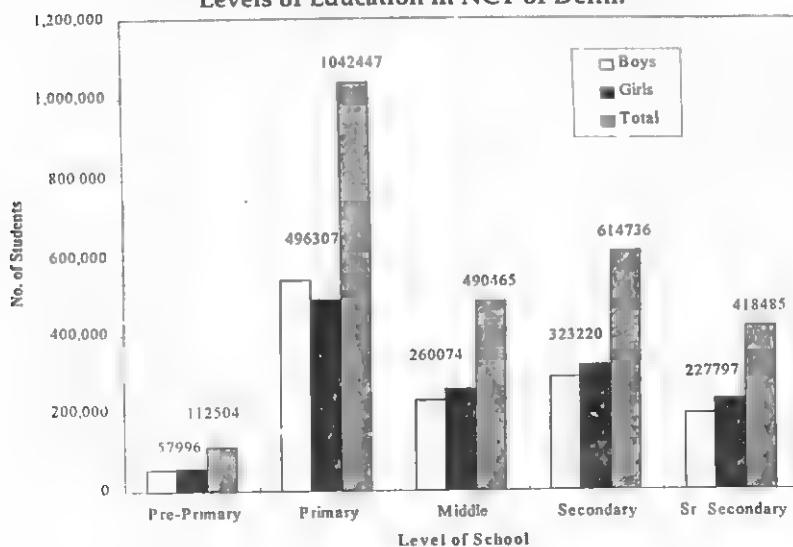


Figure. 2.11

## Teachers

The consolidated sanctioned strength of various categories of teachers for the years 1993-94 to 1995-96 is given in Table 2.8 and that of actual strength of teachers in schools at various levels with break up of male and female teachers during 1991-92 to 1995-96 is given in Table 2.9.

TABLE 2.8

### NUMBER OF SCHOOL TEACHERS OF DIFFERENT CATEGORIES (SANCTIONED POSTS) (DURING 1993-94 TO 1995-96)

S.No.	Category of Teachers	Sanctioned Posts		
		1993-94	1994-95	1995-96
1.	Pre-Primary	1591	1591	1591
2.	Primary	19234	19796	20096
3.	Principals	533	550	635
4.	Vice-Principals	677	683	742
5.	Post-Graduate	5901	6152	7184
6.	Trained Graduate	11779	12051	17908
7.	Language	3907	4040	5861
8.	Miscellaneous categories	3814	3928	3995

Source: Statistical Branch, Directorate of Education, Old Secretariat, GNTC of Delhi

TABLE 2.9

### TEACHERS' STRENGTH IN SCHOOLS AT VARIOUS LEVELS IN NCT OF DELHI

(DURING 1991-92 TO 1995-96)

S. N.	Level	Year				
		1991-92	1992-93	1993-94	1994-95	1995-96
1.	Pre-Primary					
	Male					87
	Female	*	*	*	*	985
	Total					1072
2.	Primary					
	Male	7235	7259	8309	*	9585
	Female	11690	11755	10925	*	15075
	Total	18925	19014	19234	19773	24660

S. N.	Level	Year				
		1991-92	1992-93	1993-94	1994-95	1995-96
3. Middle	Male	2188	2318	2342	-	2388
	Female	2740	2862	4436	-	4467
	Total	4928	5180	6778	6781	6855
4. Secondary	Male	3697	3901			3678
	Female	3615	3768	*	*	4698
	Total	7312	7669			8376
5. Sr. Secondary	Male	16673	18273			15829
	Female	17998	18261	*	*	24943
	Total	34671	36534			40772

Source: Statistical Branch, Directorate of Education,

Old Secretariat, GNTC of Delhi

(\*) Separate data for Secondary and Sr. Secondary not available.

## Teachers' Recruitment

The recruitment of teachers for the schools of MCD, NDMC, DCB and Directorate of Education is done by the respective agencies. The rules in respect of eligibility, selection and confirmation of various categories of teachers being followed by these agencies are given below :

### Nursery Teachers

#### A. Applications

- (i) MCD, NDMC and Directorate of Education invite applications from eligible candidates through advertisements in news papers.
- (ii) The Cantonment Board approaches the Employment Exchange, for recommending suitable candidates for available positions.

**B. Mode Direct Recruitment**

**C. Eligibility**

(i) Essential Qualifications :

- Hr.Secondary/Sr.Secondary/Intermediate or equivalent from a recognised university or board.
- Nursery teachers' training from a recognised Institution or equivalent

(ii) Desirable :

- Knowledge of Hindi
- Experience as a Nursery teacher

(iii) Age Limit :

- Below 30 yrs. (relaxable in certain cases as per rules)

**D. Selection Criteria**

- MCD : On the basis of merit list prepared by giving weightage to academic and professional qualifications.
- NDMC : On the basis of marks obtained in written test and interview. Appropriate weightage is given to professional experience and divisions obtained in educational qualifications.
- DCB : On the basis of performance in written test/interview

**E. Probation**

Generally 2 years, extendable depending on performance.

**Assistant/Primary Teachers**

**A Application**

(i) MCD, NDMC and Directorate of Education invite applications from eligible candidates through advertisement in news paper

(ii) DCB approaches the employment exchange for recommending suitable candidates for available positions

**B. Mode : Direct Recruitment**

**C. Eligibility :**

(i) **Essential Qualifications;**

- Hr.Secondary/Sr.Secondary/Intermediate or equivalent from a recognised university or board.
- Two year JBT/ETE Certificate/diploma or equivalent from a recognised institution.

(ii) **Desirable :**

- Knowledge of Hindi

(iii) **Age Limit :**

- Below 30 years (Relaxable in certain cases as per rules)

**D. Selection Criteria**

- MCD and Directorate of Education : On the basis of merit list prepared by giving weightage to academic and professional qualifications.
- NDMC : On the basis of marks obtained in written test and interview. Appropriate weightage is given to professional experience and divisions obtained in educational qualifications.
- DCB : On the basis of performance in written test/interview.

**E. Probation :** Generally 2 years, extendable depending on performance.

**Trained Graduate Teachers (TGTs)**

**A. Application**

(i) NDMC and Directorate of Education invite applications from eligible candidates through

advertisement in news paper for direct recruitment.

(ii) Promotion : Departmental promotion committee considers all the eligible candidates

## B. Eligibility

### (i) Essential Qualification :

- Bachelors' Degree (Pass/Hons) from a recognised university or equivalent, having secured at least 45% marks in aggregate, and having studied to a not lower than ancillary/subsidiary subjects indicated in any of the following groups:
- English as main subject at graduation level with one of the following subjects : (i) History (ii) Political Science (iii) Economics (iv) Commerce (v) Geography (vi) Agriculture (vii) Horticulture.
- Mathematics as a main subject at graduation level with one of the following as a second subject (i) Chemistry (ii) Physics (iii) Biology (iv) Botany (v) Computer Science (vi) Zoology (vii) English (viii) History (ix) Political Science (x) Economics (xi) Commerce (xii) Agriculture
- Social Science: At least two of the following main subjects at graduation level : (i) History (ii) Political Science (iii) Economics (iv) Commerce (v) Geography (vi) Agriculture (vii) Horticulture
- Physical Education and Natural Science :
  - (a) Two or one of the following as main subjects at graduation level: (i) Chemistry (ii) Physics (iii) Biology (iv) Botany (v) Zoology.
  - (b) The second subject can be from amongst the following also: (i) Mathematics (ii) English (iii) Computer Science (iv) Statistics

Provided further that the requirements as to minimum of 45 per cent marks in the aggregate at graduation level shall be relaxable in case of

- Candidate who possess a postgraduate qualification in any of the teaching subject listed above.
- Belonging to SC/ST
- Physically Handicapped

(ii) Degree/Diploma in Training Education or S.A.V. certificate

(iii) Working knowledge of Hindi language at least upto secondary level or equivalent.

Provided that Asstt. Teachers (from MCD/Directorate of Education) and Lab Asstt. shall not be required to have received 45 per cent marks in aggregate in Bachelor's degree (Pass/Hons.) or equivalent.

**(iv) Age Limit**

Below 30yrs (Relaxable upto 40 years in case of female candidates and relaxable for employees of Delhi Administration upto 40 years for General candidates and 45 years for SC/ST candidates

**C. Selection Criteria**

- (i) By promotion from Asstt. teachers of Directorate of Education. having a minimum of 5 years regular service as Asstt.Teacher failing which by direct recruitment (20 per cent).
- (ii) By promotion from Lab Asstt. of Directorate of Education having a minimum of 5 years regular service as Lab Asstt. failing which by direct recruitment (05 per cent)
- (iii) By promotion from Asstt. Teachers of MCD having a minimum of 5 yrs regular service as Asstt. Teacher, subject-wise on the basis of seniority-cum-merit, failing which by direct recruitment (47 per cent)
- (iv) By direct recruitment (28 per cent)

### D. Probation

Generally 2 years, extendable depending on performance.

### Post-Graduate Teachers (PGTs)

PGTs (excluding (i) PGT-Drawing, Geometrical and Mechanical Drawing) (ii) PGT Home Science/Domestic Science (iii) PGT-Music and (iv) PGT-Mathematics

#### A. Application

- Direct recruitment (25 per cent). Applications are invited by UPSC as per requirement of the Directorate.
- By promotion, the DPC considers the eligible candidates (75 per cent).

#### B. Eligibility

##### (i) Essential Qualifications

- Master's Degree (or its equivalent oriental degree in case of PGT (Sanskrit/Hindi) in the subject concerned from recognised university
- Degree/Diploma in Training/Education  
Qualification mentioned above is relaxable in case of candidates:
  - Having obtained Ph.D. degree in the subject concerned from a recognised University/Institution.
  - Having obtained First Division in Hr. Sec. Examination, Graduation Degree and post graduate with the mandatory condition that the candidate will acquire B.Ed./B.T. qualification within a period of three years from the date of his joining the service.

##### (ii) Desirable Qualification

Three years' experience of teaching in a College/

Hr. Sec. School/High School in the concerned subject.

**(iii) Age Limit**

Below 36 years (Relaxable in case of widows, deserted wives, Govt. Servants, and those teaching in University )

**C. Promotion**

As per departmental norms.

**D. Probation**

One year.

### **Recruitment of Teachers for Kendriya Vidyalayas**

The recruitment of teachers of various categories for Kendriya Vidyalayas are arranged by Kendriya Vidyalaya Sangathan (KVS) on the basis of their laid down norms. Similarly, the recruitment of teachers for Navodaya Vidyalaya is done by Navodaya Vidyalaya Samiti.

### **In-Service Education Arrangements**

While the importance of refresher courses and in-service training programmes has been recognised by commissions and committees constituted from time to time, however the setting up of National Institute of Education of the NCERT was an important milestone towards the beginning of in-service education of teachers in schools. At State level, the State Institute of Education was opened in 1964 to take care of in-service education of teachers. The setting up of the T.V. Branch in the Directorate of Education also contributed towards the upgradation of knowledge and skill of the teachers.

The introduction of new pattern of education with subjects like SUPW, new mathematics, and introduction of new gadgets including electronic gadgets made it necessary to organise training of teachers in the new subjects/syllabus. During 1975-77 the training programmes were organised by agencies like

Kendriya Vidyalaya Sangathan, NCERT, SIE as well as training centres of MCD and NDMC for updating the knowledge of teachers in the new subject areas introduced due to new pattern of education. These training programmes were of two, three or four weeks' duration. These developments established the importance and utility of in-service programmes not only in new subject areas but also generated appreciation about the periodic organisation of training programmes in other subject areas also. Adoption of NPE, 1986 provided sound basis for consolidating the process of in-service education.

In the NCT of Delhi, the establishment of SCERT, five DIETs, two IASEs and training centres of MCD and NDMC and the science centres of Directorate of Education in pursuance of NPE, 1986 provided strong base for the in-service education of teachers in academic subjects as well as areas useful for the management and growth of schools. At present, the following institutes are functioning in NCT of Delhi, imparting in-service education to the teachers :

1. State Council of Educational Research and Training (SCERT).
2. Training Centres at Shakti Nagar and Ahata Thakur Das.
3. NDMC School of Science and Humanities Education.
4. Five District Institutes of Education and Training.
5. Five Science Centres in Directorate of Education.
6. Two IASEs at (i) Jamia Millia Islamia and (ii) CIE, Delhi University.

### Teachers' Associations

Teaching, specially at school level, is progressively acquiring professional status in view of the following :

- (i) It is incumbent on teachers to fulfil the requirements of academic and professional (teaching) qualifications depending upon the educational level of schools.
- (ii) The professional teaching training programmes are

specific in terms of their content, duration and requirements of their completion.

- (iii) The teachers have well defined role and responsibilities as a professional.
- (iv) The teachers aspire to achieve excellence and commitment to their chosen profession of teaching.
- (v) The teachers could be identified as a group with solidarity based on their profession.
- (vi) The teachers attempt to adhere to professional ethics, which is sine-qua-non of a viable teaching/learning process.

In the NCT of Delhi, the professional fraternity in teaching community has been growing. This has led to formation of various teachers' associations representing different interest groups and teachers at different levels of schools. The professional organisations of teachers at school level strive towards achieving overall welfare and improvement in their working conditions as well as to work towards enhancing excellence, solidarity and professional pride.

The prominent professional associations working among teachers in the NCT of Delhi are :

- All Delhi Primary Teachers' Association
- Government School Teachers' Association
- Government School Vice-Principals' Association
- Government School Principals' Association.

### **All Delhi Primary Teachers' Association**

(Akhil Delhi Prarthmic Sikshak Sangh, Delhi)

All teachers working in primary schools in Delhi and in the recognised schools not-with-standing the category and the cadre of the schools can become members of the Association.

The registered office of the society is F-35, Shashtri Nagar, Sarai Rohila, Delhi.

The aims and objectives of this Association are to :

- Start an educational institution for the promotion of education among the children of the locality.
- Consider all problems concerning teachers of all the primary schools of Delhi viz primary teachers of M.C. Schools, Government Primary Schools, Aided Schools and the Schools recognised by Municipal Corporation or by Delhi Administration or by central government and the primary schools of NDMC or Delhi Cantonment Board or any other kind of primary schools which may be started by any government agency in the NCT of Delhi.
- Raise the status of teachers and safeguard their rights and interests.
- Enhance the friendly feelings among the primary teachers in the country as a whole and particularly in Delhi.
- Spread education amongst the masses and to call meetings of the teachers with a view to finding ways and means to raise the standard of education.
- Create teachers' fund to help the widows of the teachers.
- Open libraries and reading rooms for the benefit of the general public.
- Open hospitals and other such charitable institutions for the benefit of general public.
- Publish literature and news papers to promote interest of primary education.

### Government School Teachers' Association (GSTA)

This Association is called the "Delhi Administration Government School Teachers' Association (GSTA). Its membership is open to all Government School Teachers under the Directorate of Education, Delhi. The main aims and objectives of this Association are:

- Inculcating professional pride in every teacher.
- Developing professional solidarity among teachers.
- Developing professional excellence in education.
- Achieving teachers' welfare—cultural, educational, social and economic.
- Better service conditions, conditions of work and common service interest of the members.

The address is Room No.205, Old Secretariat, GNCT of Delhi.

### **Government School Vice-Principals' Association (GSVPA)**

All the vice-principals of Government schools under National Capital Territory of Delhi will be enrolled as members. A valid member will be one who had paid the annual subscription.

The main aims and objectives of this association are to :

- Work for the welfare of the vice-principals under NCT of Delhi by getting their service conditions ameliorated and status raised.
- Hold seminars, symposia, conferences for the academic and professional growth.
- Make efforts to acquire land for the construction of the office of the association.

### **Government School Principals' Association (GSPA), GNCT of Delhi**

All principals of Government Schools under NCT of Delhi will be enrolled as member of this association. The main aims and objectives of this association are to :

- Help promote the educational scenario in the government sector specially for economically deprived sections of society.
- Organise and acquire the infra-structural requirement of schools.

- Lay down a sound platform for a value based educational input wherein the ethos and aspirations of society are transacted in the young mind to help them take up the future incumbency.
- Make a sound base for implementation of the government policies in the spirit of the National Policy on Education.

The contact address of this association is GSPA, Government Boys' Senior Secondary School, Rajouri Garden Extension, New Delhi.

### Other Organisations

In addition, other organizations working among teachers are :

- (i) Adhyapak Parishad  
Room No.219  
Old Secretariate  
GNCT of Delhi, Delhi.
- (ii) Delhi School Teachers' Science Forum,  
E-22/D MIG Flats,  
Mayapuri,  
New Delhi- 110 024  
Phone- 5144390
- (iii) Geography Teachers' Association,  
B.D.886,  
Sarojini Nagar,  
New Delhi.
- (iv) Govt. School SC/ST Teachers' Association.  
Room No.3,  
Old Secretariate,  
GNCT of Delhi,  
Delhi.



### *Chapter 3*

## *Management of Teacher Education*

The teachers' training courses available in the NCT of Delhi could be classified into two categories :

Category I: The courses below the degree level which include Diploma in Nursery Teachers' Training, Diploma in Elementary Teacher Education and Diploma in Basic Education

Category II: The Degree level courses which include Bachelor of Education, Bachelor of Education in Special Education, Bachelor of Elementary Education, Bachelor of Education in Nursery Education and Master of Education.

The institutions offering courses below the degree level are covered under the Delhi School Education Act 1973 vide section 2(4) which states:

"School includes a pre-primary, primary, middle and higher secondary school, and also includes any other institution which imparts education or training below the degree level, but does not include an institution which imparts technical education".

However, as an exception, Jamia Millia Islamia which is a Central University, offers Diploma Course in Basic Education.

The degree level courses are offered by the University of Delhi and its affiliated colleges, Jamia Millia Islamia and Lal Bahadur Shashtri Rashtriya Sanskrit Vidyapeeth. These courses include B.Ed., M.Ed and Ph.D. programmes. The Universities have autonomous status in terms of designing and introduction of courses, admissions and the system of examination.

Nursery Teachers' Training is offered by private institutions and Elementary Teacher Education by Government Institutions (DIETs) and Jamia Millia Islamia (autonomous). The University of Delhi and Jamia Millia Islamia offer regular B.Ed. courses, regular and part time M.Ed. course and regular and part time Ph.D. Programmes. These Universities do not offer Teachers' Training Programme through distance mode. The other two Universities, that is, Jawahar Lal Nehru University and Indira Gandhi National Open University do not offer B.Ed. and M.Ed. courses. However, J.N.U. has M.Phil. and Ph.D. programmes which include teacher education.

Table 3.1 shows management-wise Teacher Education Courses and Institutions.

TABLE 3.1  
MANAGEMENT-WISE TEACHER EDUCATION  
COURSES AND INSTITUTIONS

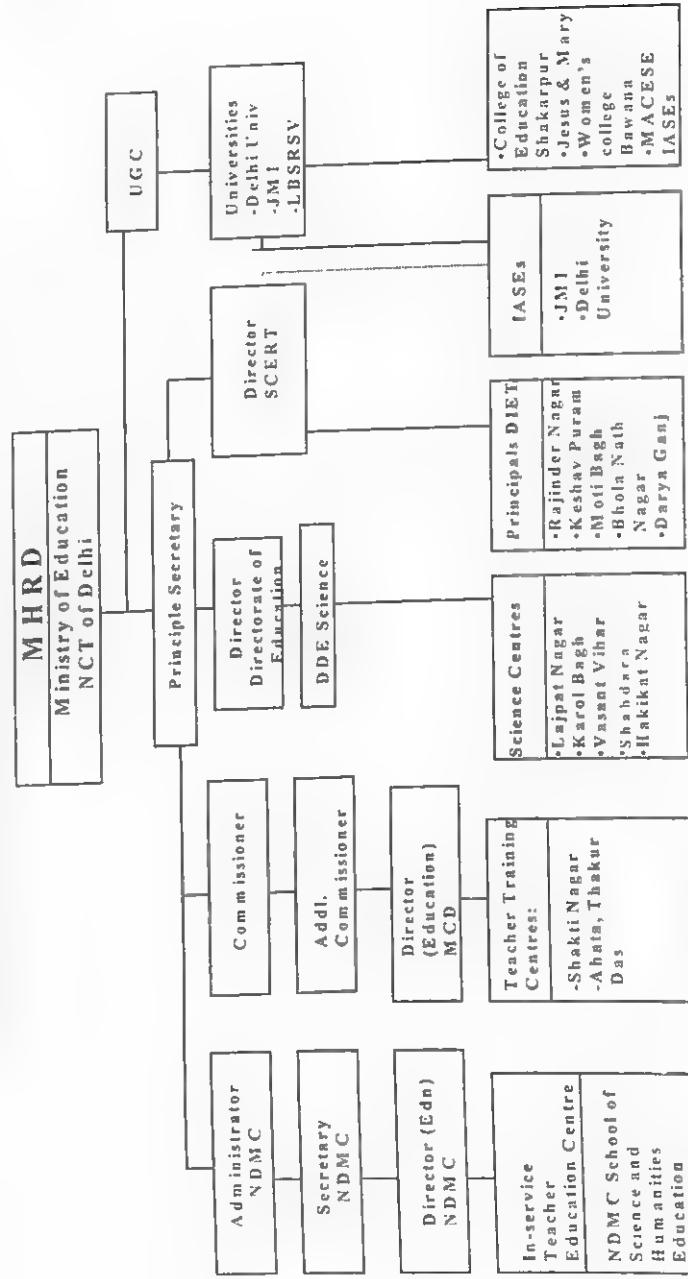
S.N.	Institute	Management	Affiliation/ Recognition	Courses Offered	Examining Body
			<b>NURSERY TEACHER TRAINING</b>		
1.	Manav Bharti	Private	Directorate of Education, NCT of Delhi	NTT	SCERT
2.	Bal Bharti	Private	-do-	NTT	SCERT
3.	Voc. Trg. College South Ext.	Private	-do-	NTT	SCERT
4.	Shaheed Bhawan	Private	-do-	NTT	SCERT
5.	Man Singh, Prem Ngr.	Private	-do-	NTT	SCERT
6.	Rama Krishan	Private	-do-	NTT	SCERT
7.	NTTI South Delhi	Private	-do-	NTT	SCERT
8.	GRM NTTI, Nilo thi More	Private	-do-	NTT	SCERT
9.	LPS, Priyadarshini	Private	-do-	NTT	SCERT
10.	Mata Raj Kauran Chadha	Private	-do-	NTT	SCERT
11.	Mata Kasturi Devi, Naafgarh	Private	-do-	NTT	SCERT
12.	South Delhi Polytechnic	Private	-do-	NTT	SCERT
			<b>ELEMENTARY TEACHER TRAINING</b>		
1.	DIET, Rajender Nagar	Govt.	NCTE	Dip ETE	SCERT
2.	DIET, Keshavpura	Govt.	-do-	-do-	SCERT
3.	DIET, Moti Bagh	Govt.	-do-	-do-	SCERT

SECONDARY TEACHER TRAINING					
	Govt. Govt.	-do- -do-	-do- -do-	-do- -do-	SCERT SCERT
1. IASE, Deptt. Of Education, JMI	Autonomous	University Department, Faculty of Education, Jamia Millia Islamia	B.Ed. (General) B.Ed. (Special Edu.) B.Ed. (Nursery Edu.) M.Ed.	M.Ed. (Special Edu.) ETE (Diploma in Basic Education M.A. (Edu. Pg. & Administration)	Jamia Millia Islamia University
2. IASE, Deptt. Of Education, Delhi University	Autonomous	University Department, Faculty of Education, Univ. Of Delhi, DU	B.Ed M.Ed. B.Ed. M.Phil Ph.D.	B.Ed. M.Ed. Ph.D	Delhi University
3. Lal Bahadur Shastri Rashtriya Sanskrit Vidya Peeth (LBSRV)	Autonomous	Deemed to be University, Dept. Of Education	B.Ed.	LBSRV	
4. Mahatishi Valmiki College of Education, Shakarpur	Autonomous	Delhi University, an affiliated College, under faculty of Education			Delhi University
5. Jesus and Marry	Autonomous Independent	Delhi University	B.Ed.		Delhi University
6. Women's College Bawana	Autonomous	Delhi University Deptt. In a college of Liberal Arts.	B.Ed.		Delhi University

## Control of Teacher Education Institutions

The administrative academic and financial relationship/linkages of various institutions are given in Figures 3.1 to 3.3 which reveal multiplicity of control of Teacher Education in the NCT of Delhi.

Administrative Control of Teacher Education Institutions in NCT of Delhi



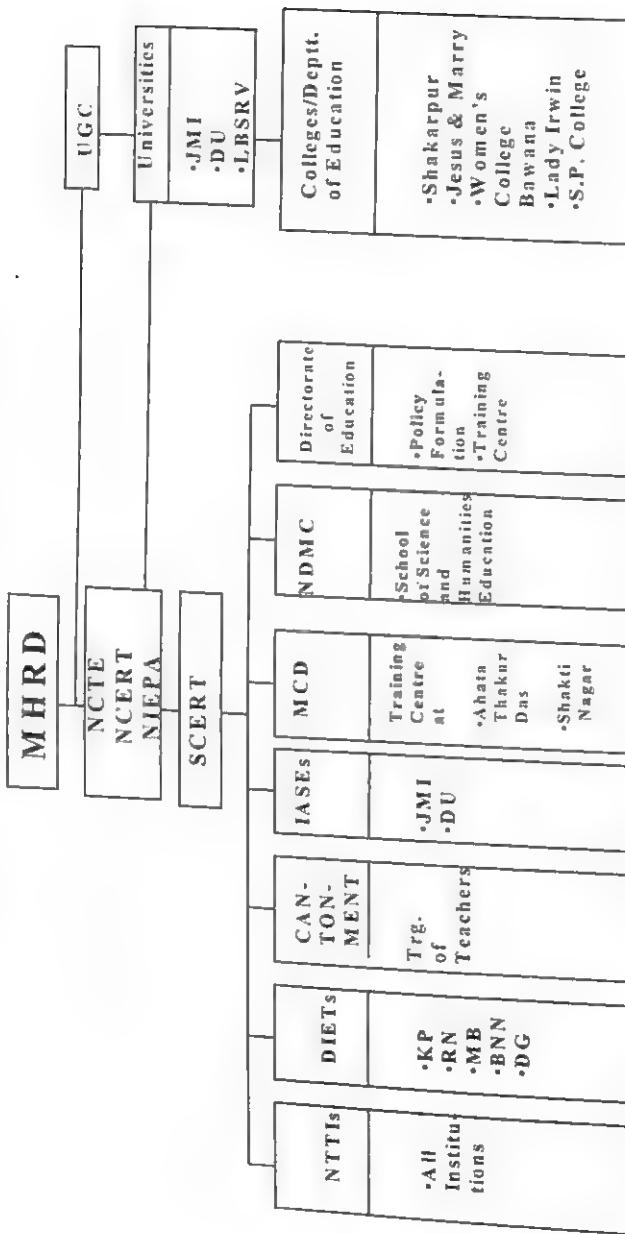


Figure 3.2

Financial Control of Teacher Education Institutions in NCT of Delhi

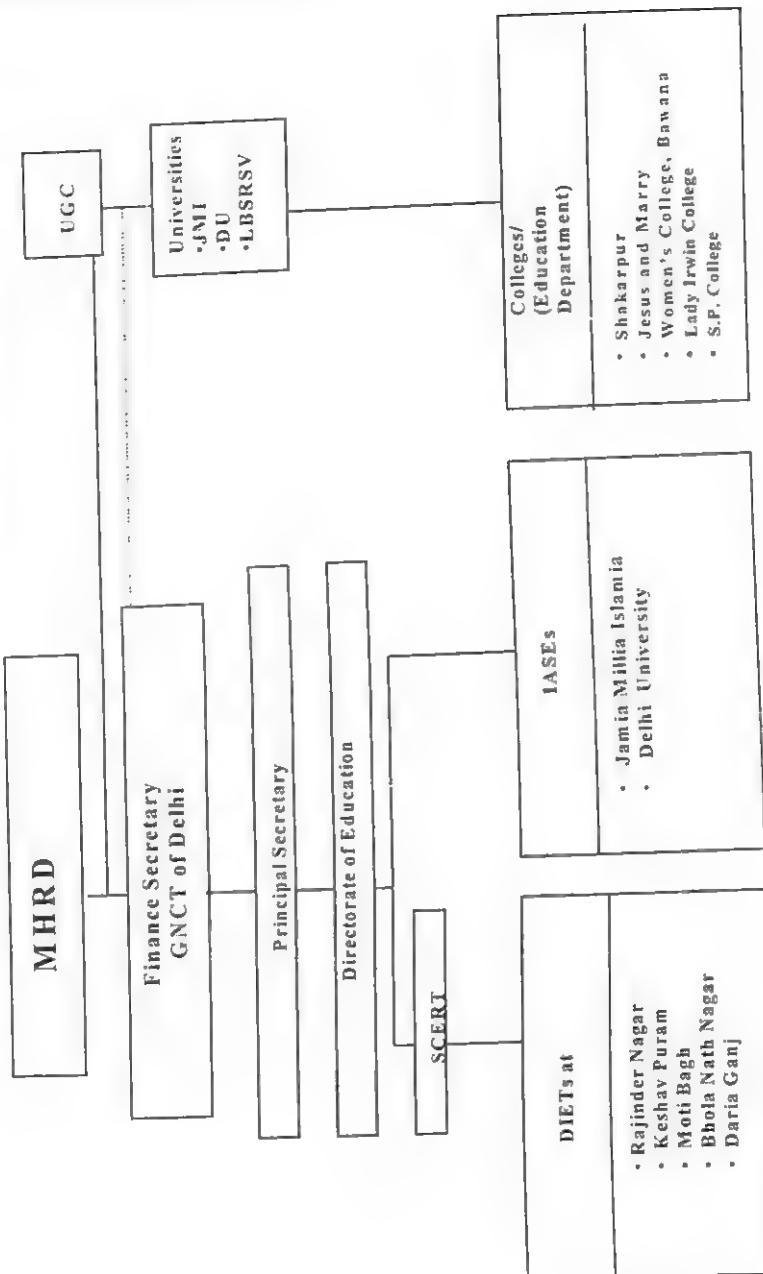


Figure 3.3

## State Board of Teacher Education

In pursuance of the suggestions of Education Commission (1964-66), some changes were introduced in teacher education including setting up of State Boards of Teacher Education in the States. The State Board of Teacher Education in the NCT of Delhi has been functioning on premises of the Directorate of Education. The Board has been reconstituted in 1992 and has been assigned the following functions :

- to advise the administration on the nature of pre-service and in-service education of teachers;
- to lay down standards to be achieved by the training institutions;
- to advise on the qualitative improvement of teacher education; and
- to co-ordinate various programmes of teacher education.

The composition of Board is as under:

1. Chief Secretary	Chairman
2. Commissioner-cum-Secretary (Education)	Vice Chairperson
3. Director of Education	Member Secretary
4. Additional Director (Schools)	Member
5. Director, SCERT	Member
6. Controller of Examinations-CBSE	Member
7. Representative of the Education Department, Delhi University	Member
8. Representative of the Director, NCERT	Member
9. Director of Education, MCD	Member
10. Director of Education, NDMC	Member
11. Senior-most-Deputy Director (Edn.) of the Distt.	Member
12. Principal, Teacher Education Institution	Member

13. Representative of Principals of recognised N.T.T.Is (to be coopted by the Director). Member

14. A.D.E. (Exam) Member

The Board has essential advisory role towards teacher education institutions and programmes.

### **Affiliation and Recognition of Nursery and Elementary Teacher Education Institutions**

Prior to the creation of NCTE, the recognition of nursery and elementary teacher education institutions in NCT of Delhi was regulated by Delhi School Education Act (DSEA), 1973. The guidelines provided under this Act for recognition, particularly of teacher education institutions have only historical value.

#### **Affiliation**

The examining body for NTT and ETE diploma course is the SCERT. The institutions offering these courses are affiliated to SCERT. The DSEA, 1973 provided necessary guidelines for affiliation, which read as under :

- (1) For the purpose of any public examination every recognised higher secondary school shall be affiliated to one or more of the Boards or Council conducting such examination and shall fulfil the conditions specified by the Board or Council in this behalf.
- (2) The students of recognised higher secondary schools shall be prepared for, and presented to, the public examinations or such other form of evaluation held or made for the students of such schools.
- (3) The students of every recognised middle school shall be prepared for, and presented to, such public examination as may be held by the Directorate of Education, Delhi, for the students of such schools.
- (4) Every student of a recognised primary school shall be

prepared for, and presented to, the public examination held by a local authority competent to hold such examination for the students of such schools.

### **Affiliation and Recognition of Secondary Level Teacher Education Courses/Institutions**

All the colleges , which offer degree level courses preparatory to secondary education level teachers are to be affiliated to University of Delhi. These colleges are :

1. Maulana Azad Centre for Elementary and Social Education.
2. College of Education, Shakarpur, Delhi.
3. Jesus and Mary College, Chanakyapuri, New Delhi.
4. Women's College, Auchandi Road, Bawana, Delhi
5. Lady Irwin College, New Delhi.

In addition, Jamia Millia Islamia and Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth have Departments of Education, which offer degree level courses in education.

### **Norms for Grant-in-Aid to Teacher Education Institutions**

The norms for grant in aid to Teacher Education Institutions, which impart training below degree level, are governed by DSEA,1973.

### **SCERT and DIETs**

The expenditure of the SCERT is borne by the GNCT of Delhi and is included in the budget of Directorate of Education. The DIETs in the NCT of Delhi receive grant-in-aid under the centrally sponsored scheme from the Ministry of Human Resource Development, Government of India, New Delhi.

### **IASEs**

The expenditure of the IASEs in the two universities, Jamia Millia Islamia and Delhi University, is met through centrally sponsored scheme of Teacher Education funded by MHRD, New

Delhi. The funding is processed through Directorate of Education.

## **Recruitment of Teacher Educators of SCERT and DIETs**

### **General**

#### **i) Applicability**

The present rules are applicable to the posts of Reader, Principal, Sr. Lecturer and Lecturer in different departments of SCERT and DIETs.

#### **ii) Promotion**

The post of Lecturer will be at two levels, that is, Grade I and Grade II in the pay scale of 2200-75-2800-EB-100-4000 and 2000-2300-EB-75-3700-100-3500 respectively. All the initial appointments will be made at the level of Lecturer Grade II only. A Lecturer Grade II will become eligible for promotion as Lecturer Grade I after four years of service as Lecturer Grade II in SCERT/DIETs. The DPC will meet every year in the month of July/August to assess the work of staff members who become eligible for promotion by June 30 of the year. The staff members found suitable would be promoted as Lecturer Grade I with effect from the date they completed four years of service. The candidates found not suitable will be provided two more chances to get their work assessed during subsequent years.

#### **iii ) Relaxation in age, qualifications and experience**

Relaxation in age will be allowed in the case of government servants, SC/ST communities, women etc. as per government rules. The employees of SCERT will also be allowed relaxation of five years as is applicable in the case of government servants. On the recommendation of the Selection Committee, and with the approval of the Chairman, SCERT (Executive Committee), relaxation in age, experience and qualifications may be allowed in the case of candidates of outstanding merit.

#### iv) Reservation

Reservation for SC/ST candidates as per government rules.

Post	-	Reader
Classification	-	Group A
Scale of pay	-	3700-125-4950-150-5700 (Unrevised)
Selection or non-selection	-	Selection
Age Limit	-	50 years.
Probation	-	2 years.
Method of recruitment	-	Direct recruitment

#### Eligibility Criteria

S.N	Area	Qualification		Experience
		Essential	Desirable	
(a)	(b)	(c)	(d)	(e)
1.	Planning and Administration	1. At least II class Master's Degree in Education preferably in/ with specialisation in Planning and Administration 2. Ph. D in areas related to educational Planning and Administration.	Published work in Planning and Administration in Education.	7 years' experience of teaching/ teacher training/ research
2.	i) Teacher Education ii) Curriculum and Evaluation iii) Non Formal and Adult Education	1. At least II class Master's degree in Humanities/Sciences/ Social Sciences with II class master's degree in education	Published work of high standard	- do-

2.		Ph. D in the relevant subject		
3.	Work Experience and Vocational Education	1. At least II class master's degree in home-science/drawing/fine arts/commercial arts/agriculture/commerce/computer science/computer applications/social work 2. Ph. D in the relevant Subject.	Degree in Education	- do -
4.	Educational Technology	At least II class master's degree in humanities/sciences/social sciences/with II class master's degree in Education 2. Ph. D	Experience in production of audio/video programmes	7 years' experience in educational technology in an academic institution.

**Post-Sr.Lecturer**

Classification	- Group A
Scale	- 3000-100-3500-125-4500 (Unrevised)
Selection or Non Selection	- Selection
Age Limit	- 40 yrs.
Probation	- 2 yrs.
Method of Recruitment	- Direct

**Eligibility Criteria**

(a)	(b)	(c)	(d)	(e)
1.	Planning and Administration	At least II class Master's M.Phil degree in Education preferably in/with specialisation in Planning and Administration	Ph.D/	5 years experience of teaching/teacher education/research

2.	Teacher Education (Pre-service and In-service) Curriculum and Evaluation Non formal and Adult Education	At least II class Master's Degree in Humanities/Sciences/Social Sciences with II class Master's degree in Education	Ph.D/ M.Phil	- do -
3.	Work Experience and Vocational Education	At least II class Master's degree in Home Science/Drawing/Fine arts/Commercial arts/Agriculture/Commerce/Computer science/Computer applications/Social work  OR  2. II class Master's degree in Sciences/Humanities/Social Sciences with PG Diploma in Computer Science/applications  OR  At least II class degree in Electronics/Electrical/Computer Engineering	Degree in education	-do-
4.	Educational Technology	At least II class Master's degree in Humanities/science, Social Sciences/with II class Master's degree in Education  OR	Experience in production of audio/video programmes	5 years experience in educational technology in an academic institution

		2. II class master's degree in sciences/ humanities Social Sciences with PG Diploma in computer Science/applications. OR At least II class degree in electronics/electrical/computer engineering		
5.	Library Science	At least II class Master's degree in Library Science/Documentation	Diploma in Journalism/Mass-Communication	5 years experience in library/ documentation

#### Post-Lecturer II and Librarian

Classification	- Group B
Scale of pay	- 2000-60-2300-EB-75-3200-100-3500 (Unrevised)
Selection or non selection	- Selection
Age Limit	- 35 years.
Probation	- 2 years.
Method of Recruitment	- Direct recruitment

#### Eligibility Criteria

1. Planning and Administration	As mentioned in the case of Sr.Lecturer	- Nil -
2. (i) Teacher Education (Pre-service and In-service)	-do-	- Nil -
(ii) Curriculum and Evaluation	- do -	- Nil -
(iii) Non Formal and Adult Education	- do -	- Nil -
(iv) Foundations of	At least II class	- Nil -

	Education (PSTE)	Master's degree in education or psychology/sociology/phylosophy with B.Ed OR in humanities/social sciences/sciences with II class M.Ed.	
3.	Work Experience and Vocational Education	As mentioned in the of Sr. Lecturer	- Nil -
4.	Educational Technology	- do -	- Nil -
5.	Library Science	- do -	- Nil -

The composition of DPC, for promotion to Lecturer I:

Director SCERT - Chairman

D.E. or his nominee - Member

Jt. Director, SCERT - Member

Head of SCERT Deptt/Principal DIET - Member

One representation of Executive Committee

**Post - Principal DIET**

Classification - Group A

Scale of pay -3000-100-3500-125-5000 (Unrevised)

Selection or non selection - Selection

Age Limit - 50 years.

Probation - 2 years.

Method of Recruitment - Direct recruitment

#### Eligibility Criteria

	Qualifications -  1. At least II class Master's degree in Humanities/Sciences/ Social Sciences  (ii) At least II class master's degree in education	Ph.D/M.Phil/ published work of high standard	At least 7 years experience of teaching/teacher training/research
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1. The requirement of Master's degree in Education will not be required in the case of Lecturers/Senior Lecturers (Art) in teacher education in SCERT or DIETs.
2. In the case of Lecturer (Physical Education), the minimum requirement will be second class Master's degree in Humanities/Social Sciences/Sciences with second class degree in Physical Education.
3. In the case of Lecturer/Senior Lectuer in Adult and Non Formal Education, Diploma/Degree in Adult and Continuing Education wil! be desirable qualification.
4. The posts will be advertised area-wise indicating the subject(s) for which personnels are needed.
5. Knowledge of Hindi upto secondary stage is essential for all posts.

### **Career Promotion Scheme for SCERT and DIETs**

1. In exercise of the powers conferred by Rule 43 (I) of the Rules and Regulations of the State Council of Educational Research and Training, Delhi, the Executive Committee of the Council, with the approval of the Chairman, formulates a scheme known as Career Promotion scheme for SCERT and DIETs. Career promotion scheme is based on the notion that every employee recruited in a particular grade/scale of pay shall be allowed to move to his respective and specified higher scales on completion of specified period of residency in the lower scale subject to fulfilment of usual norms of promotion. If this involves passing of a trade or departmental test or acquisition of higher qualification, that pre-requisite would have to be fulfilled before the benefit of career promotion is given.
2. The career promotion scheme is a personal promotion scheme having the basic features of promotion on a time scale but ensuring merit and quality. At the time of retirement/leaving the job/death etc , the vacant post

is the substantive one and not the promoted post that the individual might be occupying. These are basically non-functional grades/pay scales and do not necessarily involve new designations.

3. The scheme so formulated is also in tune with the spirit of Career Promotion Scheme as adopted by NCERT. This scheme is made effective from 1.8.1997. This scheme is applicable to different academic posts e.g. Readers, Principals, Sr.Lecturers, Lecturers in different Departments both in SCERT and DIETs. The details of various posts, the pay scale attached to these posts and also the period of service prescribed for award of next grade together with requirement of additional academic qualifications as per the provisions of Career Promotion Scheme is given hereunder :-

\* Lecturer - II (Direct recruitment and avenues for career promotion)

2000-3500 (Initial Pay Scale)

↓ 4 years

2200-4000 (Promotion)

↓ 5 years

3000-4500 (Non functional Sr. Lecturer's Grade)

↓ 3 years

3000-5000 (Non functional Sr.scale grade)

\* Sr. Lecturer (Direct recruitment and avenues for Career Promotion)

3000-4500 (Initial Pay Scale)

↓ 3 years

3000-5000 (Non-functional Sr.Scale Grade)

↓ 5 years/8 years

3700-5700 (Non functional selection grade/  
designation of Reader) \*\*

(\*\*) In case, a Sr. Lecturer in the pay scale of Rs. 3000-5000

completes 5 years of service and has also done Ph.D., he will be considered for the designation of Reader in the pay scale of Rs. 3700-5700).

**Note:** The pay scales given are unrevised.

In case Lecturer in the senior scale of Rs. 3000-5000 does not have the Ph.D degree or equivalent published work, he will be placed in the grade of 3700-5700 after 8 years of service in the said grade (Rs. 3000-5000) subject to the recommendation of the committee, but, he will be designated as Lecturer in the selection grade. Posts in the selection grade will be created for this purpose by upgrading the posts held by them. They could offer themselves for a fresh assessment after obtaining Ph.D. and fulfilling other requirements for designation as Reader, and if found suitable, could be given the designation of Reader.

**Principals (Direct recruitment and avenues for Career Promotion)**

3000-5000 (Initial pay scale)

↓ 5 years / 8 years

3700-5700(Non-functional Selection grade) \*\*

- All other conditions as applicable to Sr. Lecturers

4. Recruitment to the posts of Lecturer-II in the grade of Rs.2000 -3500, Sr. Lecturer in the grade of Rs. 3000-4500 and Principals in the grade of Rs. 3000-5000 in DIETs/SCERT is made on 100% direct recruitment under modified Recruitment Rules of 1993. The recruitment shall be on the basis of merit through an Open Advertisement and Selection, provided that the faculty that fulfils the criteria prescribed in this scheme will be eligible for appointment.

5. The incumbents recruited to these posts will be considered for personal promotion :

- a) If they have participated in two refresher courses/ summer institutes each of approximately 4 weeks' duration at the national level and also engaged in other appropriate continued education programmes of comparable quality as may be specified by SCERT before

placement in the senior scale;

- b) Besides, they will also be required to make some mark in the area of research as evidenced by self assessment, reports of referees, quality of publication, contribution to educational experimentation and innovation, design of new courses, curricula etc. ;
- c) SCERT/DIETs have been organising Research Colloquium/Seminar Reading Programmes from time to time and as such they will be required to present at least one paper in a year relating to the said programmes. The quality of paper so presented will be adjudged by a duly constituted Board/Committee . The members of the Executive Committee observed that the staff members will be required to submit at least one paper to an educational Journal of national/inter-national level for publication.
- d) Their overall performance will also be adjudged by another Committee to be constituted by the Head of the Department. The existing Lecturers/Sr. Lecturers and Principal of DIETs will be awarded the next grade as provided in the Career Promotion Scheme subject to the conditions laid down therein.
- e) Every Department will be headed by the Sr. Lecturer in the area concerned who will be responsible to manage its working. The senior-most Sr. Lecturers will head the unit/branch as 'Incharge' and later on it will be headed by rotation in case at any stage there are more than one Sr. Lecturer in the same Unit/Branch.

### **Nursery Teacher Educators**

In the matter of recruitment of Nursery teachers, the guidelines of Delhi School Education Act-1973 are applicable and are given below :

**Recruitment** - The following Rules shall not apply to an unaided Minority school:

- (1) Recruitment of employees in each recognised private school shall be made on the recommendation of the Selection Committee.
- (2) The Selection Committee shall consist of :
  - (a) in the case of recruitment of the head of the school:
    - (i) the Chairman of the managing committee ;
    - (ii) in the case of an unaided school, an educationist nominated by the managing committee, and an educationist nominated by the Director; or
    - (i) in the case of an aided school, two educationists nominated by the Director, out of whom at least one shall be a person having experience of school education;
    - (ii) a person having experience of the administration of schools, to be nominated, in the case of an unaided school by the managing committee, or in the case of an aided school, by the Director ;
  - (b) in the case of an appointment of a teacher (other than the head of the school),
    - (i) the Chairman of the managing committee or a member of the managing committee nominated by the Chairman;
    - (ii) the head of the school ;
    - (iv) in the case of a primary school, a female educationist having experience of school education;
    - (v) in the case of an aided school, one educationist to be nominated by the Director, and one representative of the Director ;
    - (vi) in the case of appointment of a teacher for any class in the middle stage or any class in the higher secondary stage, an expert on the subject in relation to which the teacher is proposed to be appointed, to be nominated, in the case of an unaided school

by the managing committee, or in the case of an aided school, by the Director.

- (3) Nomination of any educationist or expert as a member of the Selection Committee shall be made out of a panel prepared for the purpose by the Advisory Board.
- (4) The Chairman of the managing committee , or, where he is not a member of the Selection Committee, the member of the managing committee who is nominated by the Chairman to be a member of the Selection Committee, shall be the Chairman of the Selection Committee.
- (5) The Selection Committee shall regulate its own procedure.
- (6) Where any selection made by the Selection Committee is not acceptable to the managing committee of the school, the managing committee shall record reasons for such non-acceptance and refer the matter to the Director for his decision and the Director shall decide the same.
- (7) Where a candidate for recruitment to any post in a recognised school is related to any member of the Selection Committee, the member to whom he is related shall not participate in the selection and a new member shall be nominated, in the case of any aided school, by the Director, and in the case of any other school, by the managing committee, in place of such member.
- (8) No managing committee shall entertain any application for employment from a person who is already serving as teacher in a recognised school, whether aided or not, unless the application from such person is duly forwarded by the manager of the school in which such applicant is serving :

Provided that every application from such person shall be forwarded by the manager, but any application in excess of three in a year shall not be forwarded unless the managing

committee, for reasons to be recorded by it in writing, so directs :

Provided further that no such teacher shall be relieved of his duties except after the expiry of a period of :

- (i) three months in the case of a permanent teacher, from the date on which notice of intimation to leave the school is given ; and
- (ii) one month, in the case of a teacher who is not permanent, from the date on which notice of intimation to leave the school is given :

Provided also where the managing committee is in a position to provide for a substitute for such teacher earlier than the respective period specified in the foregoing provision, the managing committee may relieve the teacher of his duties on the expiry of such earlier period.

**Relaxation to be made with the approval of the Director -**  
Where the relaxation of any essential qualification for the recruitment of any employee is recommended by the appropriate selection committee, the managing committee of the school shall not give effect to such recommendation unless such recommendation has been previously approved by the Director.

**Appointing authority -**

- (1) The appointment of every employee of a school shall be made by its managing committee.
- (2) Every appointment made by the managing committee of an aided school shall, initially, be provisional and shall require the approval of the Director.
- (3) The particulars of every appointment made by the managing committee of an aided school shall be communicated by such committee to the Director (either by registered post acknowledgement due or by messenger who will obtain an acknowledgement of the receipt thereof), within seven days from the date on which the appointment is made.
- (4) The Director shall be deemed to have approved an

appointment made by the managing committee of an aided school if within fifteen days from the date on which the particulars of the appointment are communicated to him under sub-rule (3), he does not intimate to the managing committee his disapproval of the appointment.

(5) Where any appointment made by the managing committee of an aided school is not approved by the Director such appointment may (pending the regular appointment to the post) be continued on an ad hoc basis for a period not exceeding three months and the salary and allowances of the person so continued on an ad hoc basis shall qualify for the computation of the aid to be given to such school.

**Prohibition against the employment of dismissed employees** - No aided school shall employ, except with the previous approval of the Director, an employee who has been dismissed from service by another aided or Government school.

**Minimum Qualifications for appointment of teachers** - Until separate rules specifying the minimum qualifications of teachers of schools, whether aided or not, are made by the Administrator in consultation with the Advisory Board and after giving the Affiliating Board or the appropriate authority, as the case may be, a reasonable opportunity of being heard, the minimum qualifications for employment as a teacher -

(a) in a recognised unaided school shall not be lower than those specified by the Affiliating Board :

Provided that where no minimum qualifications have been specified by the Affiliating Board, the minimum qualifications shall be such as have been specified by the appropriate authority :

Provided further that the managing committee of such school may specify qualifications higher than those or in addition to those, specified by the Affiliating Board or the appropriate authority, as the case may be, but no such higher or additional qualification shall be specified in relation to a teacher who is already serving the school ;

- (b) in an aided school, shall be those as have been specified by the Administrator for appointment to corresponding posts in Government schools ;
- (c) where a post (other than that of a teacher) in a school, whether aided or not, does not correspond to any post in the Government school, the minimum qualifications for recruitment to such post shall be such as may be specified by the Director.

**Appointment of part-time teachers to be permitted in primary schools or primary stage of any schools -**

(1) It shall be lawful for the managing committee of a primary school or the managing committee of a school having a primary stage to appoint for the primary stage, a female teacher on a part-time but regular basis :

Provided that not more than twenty per cent of the total strength of teachers of the primary school or primary stage, as the case may be, shall be appointed on a part time but regular basis.

(2) The salary and allowances admissible to a female teacher appointed on a part-time but regular basis shall be one half of those of a full-time teacher appointed on a regular basis .

Provided that medical facilities and other benefits (not being pensionary, provident fund or retirement benefits) admissible to a part-time female teacher shall be the same as are admissible to a full-time teacher.

(3) If any part-time female teacher is appointed on a whole-time basis, one half of the period of service rendered by such female teacher on a part-time basis shall be reckoned as qualifying service for the purpose of computation of pension and other retirement benefits admissible to her.

**Power to relax qualifications -**

(1) The Affiliating Board, or in the case of primary or middle schools, the appropriate authority, may, in case of non-availability of trained or qualified teachers in a particular subject, relax the minimum qualifications for such period as it may think fit :

Provided that no such relaxation shall be made except with the previous approval of the Director.

(2) The minimum qualifications may also be relaxed by the Affiliating Board or the appropriate authority, as the case may be, in the case of candidates belonging to the Scheduled Castes or Scheduled Tribes :

Provided that such relaxation shall be made in accordance with the orders on the subject made by the Central Government from time to time.

**Age limit** - The minimum and maximum of age limit for recruitment to a recognised private school, whether aided or not, shall be the limits specified by the Administrator for appointment to corresponding posts in Government schools :

Provided that the age limit may be relaxed in the case of a candidate belonging to the Scheduled Castes or Scheduled Tribes or any other special category of persons in accordance with the orders on the subject made by the Central Government from time to time.

**Probation** -

(1) Every employee shall, on initial appointment, be on probation for a period of one year which may be extended by the appointing authority by another year and the services of an employee may be terminated without notice during the period of probation if the work and conduct of the employee, during the said period, is not, in the opinion of the appointing authority, satisfactory :

Provided that no termination from the service of an employee on probation shall be made by an aided school except with the previous approval of the Director.

(2) If the work and conduct of an employee during the period of probation is found to be satisfactory, he shall be on the expiry of the period of probation or the extended period of probation, as the case may be, confirmed with effect from the date of expiry of the said period.

(3) Nothing in this rule shall apply to an employee who has

been appointed to fill a temporary vacancy or any vacancy for a limited period.

**Medical certificate and character certificate**

(1) Every appointment in a recognised private school, whether aided or not, shall be subject to the physical fitness and good character of the appointee.

(2) A candidate selected for appointment shall be required to produce a medical certificate of fitness from a hospital established or maintained by Government or any local authority or from a registered medical practitioner approved for the purpose by the Director and two certificates from two different members of Parliament or members of Metropolitan Council of Delhi or gazetted officers or member of a local authority, not related to the candidate, certifying the character of the appointee.

(3) In the case of an aided school, a copy of the medical certificate and a copy each of the certificates of character shall be enclosed with the grant-in-aid papers claiming for the first time, the salary grant of the appointee.

**Fixation of pay -**

(1) The initial pay of an employee, on first appointment, shall be fixed ordinarily at the minimum of the scale of pay :

Provided that a higher initial pay, in the specified scale of pay, may be given to a person by the appointing authority :

Provided further that no higher initial pay shall be granted in the case of an aided school except with the previous approval of the Director.

(2) The pay of an employee on promotion to a higher grade or post shall be determined by the same rules as are applicable to the employee of Government school.

**Retirement age -**

(1) Except where an existing employee is entitled to have a higher age of retirement, every employee of a recognised private school, whether aided or not, shall hold office until he attains the age of 58 years.

(2) Notwithstanding anything contained in sub-rule (1), every teacher, laboratory assistant, Librarian, Principal or Vice-Principal employed in such school shall continue to hold office until he attains the age of 60 years.

Provided that where a teacher, Principal or Vice-principal attains the age of superannuation on or after the 1st day of November of any year, such teacher, Principal, or Vice-Principal shall be re-employed upto the 30<sup>th</sup> Day of April of the year immediately following.

(3) Notwithstanding anything contained in sub-rule (1) and sub-rule (2), where a teacher, Principal or Vice-principal has obtained National or State award for rendering meritorious service as teacher, Principal, or Vice-Principal or where he has received both the National and State awards as aforesaid, the period of service of such teacher, Principal or Vice-Principal may be extended by such period as the Administrator may, by general or special order, specify in this behalf.

By order and in the name of the Administrator of the Union Territory of Delhi. Notification No.F5/15 15/72 Edn. 538-2037 dt. 29.1.1985.

**Leave of absence** - Every employee of a recognised private school, whether aided or not, shall be entitled to such leave as admissible to employees of a corresponding status in government schools.

#### **Recruitment of Academic Posts in NTTIs (Strength 50 Students)**

1. Vice-Principal	:	One
Pay scale	:	Rs. 2000-3500 (Unrevised)
Qualification	:	M.A. IIInd Division, B.T./B.Ed. with 10 years' experience in the Training Institute
Desirable	:	M.Ed. with specialisation in Pre-primary education

2.	Post-Graduate Teacher : Three (Teacher Educators)	
	Pay scale	: Rs. 1640-2900 (Unrevised)
	Subject	: Psychology/Home Science and Child Development, School Organisation and Programme Planning one in each
	Qualification	: M.A./M.Sc in concerned subject, IIInd Class B.Ed. preferably M.Ed.
		One of the Lecturers in School Organisation should be M.Sc. and the other an M.A. in Language
	Experience	: 5 years' teaching experience
3.	Part-time teachers	: Three
	Pay	: Rs. 1000/- fixed p.m. (Unrevised)
		One each for : - Physical education - Music and Dance - Art and Craft
	Qualification	: They should be Diploma or Degree holders in concerned subject.

### **IASEs/Departments of Education/Colleges in Universities**

The recruitment and other service conditions of teacher educators in these organisations are governed by the norms of UGC in this regard. The mode of recruitment in various teacher education institutions in NCT of Delhi is given in Table 3.2.

TABLE 3.2

**MODE OF RECRUITMENT IN VARIOUS TEACHER EDUCATION INSTITUTIONS IN NCT OF DELHI**

S.No.	Institutions	Mode of Recruitment	Salary
<b>NURSERY TEACHER TRAINING</b>			
1.	Manav Bharti	Selection committees of Institute and Govt. representative	As per Govt. Norms
2.	Bal Bharti	-do-	Yes
3.	Voc. Trg. College South Ext.	-do-	No
4.	Shaheed Bhawan	-do-	No
5.	Man Singh, Prem Ngr.	-do-	Yes
6.	Rama Krishan	-do-	Yes
7.	NTTI South Delhi	Through Employment Exchange in case of unavailability through open advt.	Yes
8.	GRM NTTI , Nilothi More	Selection by interview	Yes
9.	LPS, Priyadarshini	-do-	Yes
10.	Mata Raj Kauran Chadha, Paschim Vihar	-do-	Yes
11.	Mata Kasturi Devi, Najafgarh	-do-	-
12.	South Delhi Polytechnic	-do-	-
<b>ELEMENTARY TEACHER EDUCATION</b>			
1.	DIETs at Rajender Nagar, Keshav Puram, Moti Bagh, Bhola Nath Nagar and DaryaGanj.	Direct Recruitment, Deputation from other Institutions	Yes
<b>SECONDARY TEACHER EDUCATION</b>			
1.	IASE, Deptt. Of Education, JMI	Through properly constituted Selection Committee	As per UGC Norms
2.	IASE, CIE/Dept. Of Education, Delhi University	As per University norms	Yes

3.	Lal Bahadur Shastri Rashtriya Sanskrit Vidya Peeth	Through Selection Board duly constituted by Vice Chancellor	Yes
4.	Maharishi Valmiki College of Education, University of Delhi	Through open Selection by duly constituted Selection Committee	Yes
5.	Jesus and Mary College	Through Selection Committee	Yes
6.	Women's College, Bawana	As per University norms	Yes

### Procedure for Admission to Teacher Education Courses/ Programmes

The teacher education and training programmes available in the NCT of Delhi may be grouped in to following two categories :

1. In-service Teacher Education Programme
2. Pre-Service Teacher Education Programme

#### In-service Teacher Education Programmes

The in-service teacher education programmes are conducted by SCERT, five DIETs, two IASEs, training centres of MCD, NDMC and the Directorate of Education. The teachers employed in the schools managed by MCD, NDMC, DCB and Directorate of Education attend these courses. Admission to the courses is through nomination by the concerned Education Departments of the agencies i.e. MCD, NDMC, DCB and Directorate of Education. The guidelines for the nomination of the teachers for attending in-service education programmes are generally as under :

- A teacher is required to undergo in-service training at least once in every five years.
- A teacher is required to attend at least one three weeks' training programme prior to clearance of Efficiency Bar in the pay scale.

- The teachers' availability during the programme schedule and the relevance of courses are also given weightage while forwarding the nominations.

A systematic mechanism for the nomination of teachers to in-service education programmes based on the assessment of needs, deficiencies and the possible future growth of teachers does not exist in the present system. The exercise in this direction may go a long way to evolve a lifelong training/learning for the teachers through in-service training programmes.

### **Pre-Service Teacher Education Programme**

The following pre-service training courses for various levels of teachers are available in NCT of Delhi :

1. Nursery Teachers' Training
2. Elementary Teacher Education
3. B.Ed.
4. B.Ed.Ed.
5. M.Ed.

### **Nursery Teacher Training Programme**

A number of private institutions offer Diploma course for Nursery Teachers. The minimum eligibility requirement for admission to NTT diploma course is 45% marks in +2 examination. The institutions conduct their own Entrance Test consisting of written examination and interview. Different institutions provide different weightage to marks obtained in qualifying examination, admission test and interview. On the basis of these weightages a merit list is prepared and admission to the candidates is offered in the order of their position in the merit list.

Table 3.3 gives the details of the weightages being provided by different NTTIs and other teacher education institutions of various levels for the preparation of the merit list.

TABLE 3.3  
CRITERIA OF ADMISSION TO DIFFERENT TEACHER EDUCATION COURSES

S. No.	Institutions	Courses	Eligibility	Admission Test (Weightage)	Interview Weightage	Merit in qualifying examination	Reservation
<b>NURSERY TEACHER TRAINING</b>							
1.	Manav Bharti	NTT	Sr. Sec. 45%	25%	75%	-	As per Govt. Rules
2.	Bal Bharti		Sr. Sec. 50%	90%	10%	-	-do-
3.	Voc. Trg. College South Ext.		Sr. Sec. 45%	90%	10%	-	-do-
4.	Shaheed Bhawan		Sr. Sec. 45%	-	-	-	-do-
5.	Man Singh, Prem Ngr.		Sr. Sec. 45%	-	-	-	-do-
6.	Rama Krishan		Sr. Sec. 45%	80%	10%	10%	-do-
7.	NTTI South Delhi		Sr. Sec.	40%	40%	20%	-do-
8.	GRM NTTI, Nilothi More		Sr. Sec.	80%	20%	-	-do-
9.	LPS, Priyadarshini		Sr. Sec. 45%	86%	14%	-	-do-
10.	Mata Raj Kauran Chadha		Sr. Sec. 45%	90%	10%	-	-do-
11.	Mata Kasturi Devi Najafgarh		-	-	-	-	-
12.	South Delhi Polytechnic		-	-	-	-	-

S. No.	Institutions	Courses	Eligibility	Admission Test (Weightage)	Interview Weightage	Merit in qualifying examination	Reservation
1.	DIETs at Rajender Nagar, Keshav Puram, Moti Bagh, Bholi Nath Nagar and Darya Ganj.	<b>ELEMENTARY TEACHER EDUCATION</b>		100%	-	-	SC 15% ST 7.5% Phy. Handi-capped-3%
1.	IASE, Dep't. Of Education, JMI	ETE	Sr. Sec. 50%				
2.	CIE, Delhi University	<b>SECONDARY TEACHER EDUCATION</b>					
		NTT	BA/B.Sc. (50%)	75%	25%	-	SC 15%
		ETE	Sr. Sec. 50%	75%	25%	-	ST 7.5%
		B.Ed.	BA/B.Sc. (50%)	75%	25%	Merit Scholar-ship to first ten students	-do-
		M.Ed. (Spl. Edn.)		75%	25%	-	-do-
		B.Ed. (Spl. Edn.)	B.A./B.Sc. 50%	75%	25%	-	-do-
		Ph.D.	M.Ed. or M.A. 55%	-	-	-	-do-
		B.Ed.	B.A./B.Sc. or PG. Level 50%	100%	Interview is apart of test	-	As per Govt. Rule
		M.Ed.	B.Ed. B.Sc.	100%	-	-	-do-

S. N.	Institutions	Courses	Eligibility	Admission Test (Weightage)	Interview Weightage	Merit in qualifying examination	Reservation
		M.Phil Ph.D.	B.A. 50% M.Ed. M.Ed. With special course M.Phil Sr. Sec. 50%	100% - - - -	-do- -do-	- - - - -	-do- NA
3.	Lal Bahadur Shastri Rashtriya Sanskrit Vidya Peeth	B.Ed.	B.A.45%	100%	-	-	As per Govt. Rule 20% Vidyapeeth students 2% staff ward
		M.Ed.	M.A./B.Ed45% M.A./M.Ed.55%	70%	30%	30%	SC/ST/ Other as per Govt. Rule
		B.Ed.	B.A./B.Sc. 50%	-	Interview	60%	-
4.	College of Education Shakarpur Delhi-92	B.Ed.	B.A./B.Sc. 50%	60%	40%	Yes	22.5% SC/ ST
5.	Jesus & Mary College , Chanakyapuri	B.Ed.	Sr. Sec. 50%	75%	25%	-	SC/ST 22.5% C/WAD 5% Phy. disabled 3%
6.	Women's College Delhi Auchandi Rd., Bawana Delhi-39	B.Ed.	Sr. Sec. 50%	-	-	-	-

## **Elementary Teacher Education Programme**

Every year in the month of May/June, admissions for the ETE Course are made by the SCERT, purely on the basis of merit in the joint entrance test and interview conducted at various centres in Delhi. The candidates admitted to the Course are assigned to different DIETs.

### **(i) Eligibility**

Candidates seeking admission to ETE Course must have passed Senior Secondary Examination (10+2) of CBSE, Delhi or its equivalent examination of any other recognised board/university. Candidates must have secured at least 50% marks in aggregate (including one language) in Senior Secondary Examination (5% relaxation of marks is allowed for reserved categories). Candidates above 17 years and below 30 years of age, as on 30 September of that respective year, (5 Years relaxation of age in upper limits is allowed for reserved categories), shall be admitted.

### **(ii) Reservation :**

- (a) 15% for SC candidates
- (b) 15% for OBC candidates
- (c) 3% for Physically Handicapped candidates

A candidate belonging to category (a) and (b) is required to submit his/her certificate from the competent authority in his/her name, alongwith the application for admission. For category (c), certificate from any Government hospital should be submitted alongwith the application.

ETE programme is also offered by Jamia Millia Islamia. The eligibility conditions are same as those applicable for admission in DIETs. However, preparation of the merit list is based on 75% weightage to written test and 25% weightage to interview. The admissions are offered to candidates in the order of merit.

## **B.Ed. and M.Ed.**

B.Ed and M.Ed courses are available in Jamia Millia Islamia, Central Institute of Education, Delhi University and College of

Education Shakarpur, Delhi University, and Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth. The minimum eligibility for B.Ed is Bachelor's degree. The minimum percentage of marks at graduation level varies from college to college. However, the admissions are offered on the basis of merit list prepared by assigning weightage to written test and interview.

### B.Ed.Ed.

All admissions to B.Ed.Ed. programme are made through a Common Entrance Examination (CEE-B.Ed.Ed) comprising a written test and an interview. The minimum eligibility requirement for admission to B.Ed.Ed. course is 50% marks in 10+2 examination and the candidates should have completed 17 years of age on 31st October of the respective year.

#### SCHEME OF THE COMMON ENTERANCE EXAMINATION -B.EL. ED.

Content	Type	Duration	Marks
I a. Reasoning and Subject knowledge	Objective	45 Min	40
b. Aptitude and Attitude	Objective	30 min	20
II a. Bilingual Language comprehension	Objective		
b. Written Expression writing	Paragraph	60 min	10

**Interview :** Short-listed candidates (on the basis of the written test) will be called for interview.

**Parameters for Interview :** Subject knowledge, oral communication ability, open mindedness, willingness to learn, sensitivity towards children and social issues, potential for critical thinking, general awareness, reading interests, social background etc.

### Income And Expenditure of Teacher Education Institutions

The income sources and the annual budget of various Teacher Education Institutions at pre-primary, elementary and secondary/sr.secondary levels during 1995-96 is shown in Table 3.4.

TABLE 3.4  
INCOME SOURCES AND ANNUAL BUDGET OF VARIOUS TEACHER EDUCATION INSTITUTIONS

S.No.	Institutions	Income Source (Rs.)	Annual Budget	
			Salary (Rs.)	Pension benefits (Rs.)
<b>NURSERY TEACHER TRAINING</b>				
1.	Manav Bharti	Fee	5,00,000/-	2,92,000/-
2.	Bal Bharti	Fee	4,76,172/-	90,000/-
3.	Voc. Trg. College South Ext.	Fee	-	-
4.	Shaheed Bhawan	-	-	-
5.	Man Singh, Prem Ngr.	Fee	2,50,428/-	-
6.	Rama Krishan	Fee	-	-
7.	NTTI South Delhi	Fee & Donation	1,92,000/-	80,625/-
8.	GRM NTTI , Nilothi More	Fee & Donation	2,92,476/-	1,99,920/-
9.	LPS, Priyadarshine	Fee & Donation	7,50,000/-	1,40,000/-
10.	Mata Raj Kauran Chadha	Fee	-	-
11.	Mata Kasturi Devi Najafgarh	-	-	-
12.	South Delhi Polytechnic	-	-	-
<b>ELEMENTARY TEACHER EDUCATION</b>				
1.	DIET, Rajender Nagar	Govt. Grant	21,57,150	6,36,900
2.	DIET Keshavpuram	-do-	22,00,000	14,00,000

S.No.	Institutions	Income Source (Rs.)	Annual Budget	
			Salary (Rs.)	Pension benefits (Rs.)
3.	DIET Moti Bagh	-do-	22,00,000	14,00,000
4.	DIET, Bhola Nath Ngr.	-do-	22,00,000	14,00,000
5.	DIET, Dariya Ganj	-do-	21,15,000	14,00,000
<b>SECONDARY/SR. SECONDARY TEACHER EDUCATION</b>				
<i>Annual Budget is maintained by University itself</i>				
1.	IASE, Dep't. Of Education, JMI	Govt. Grant		
2.	IASE, Dep't. Of Education, JMI	Govt. Grant		7,26,400/-
3.	Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth	Fee, Govt. Grant	89,51,000/-	
4.	Maharishi Valmiki College of Education Shakarpur	-do-	26,45,696/-	3405/-
5.	Jesus & Mary Women's College Bawana	-do-	2,00,000/-	59,000/-
6.		-do-	45,00,000/-	25,00,000/-

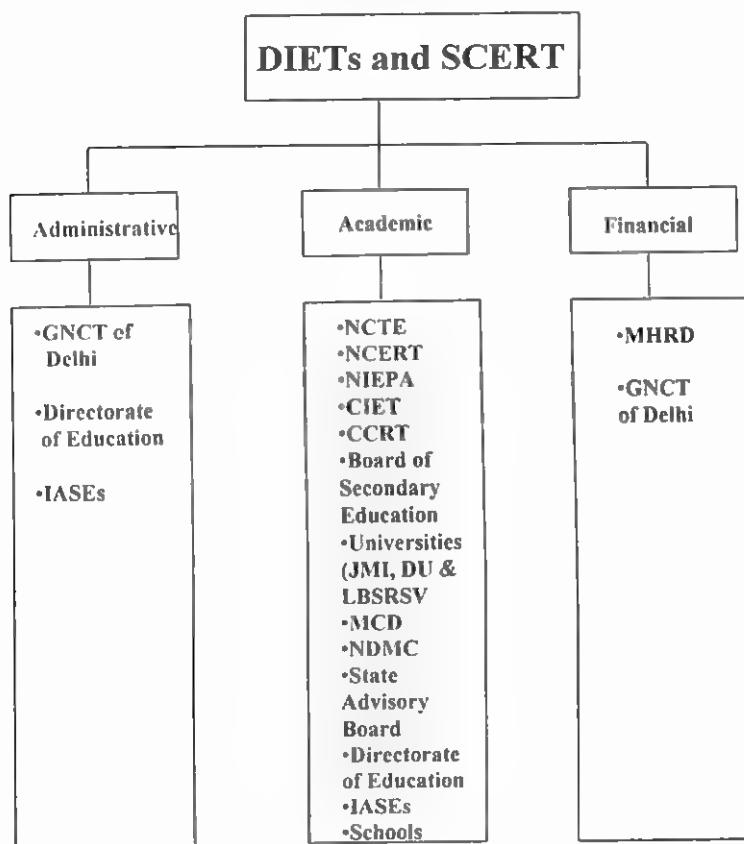
The main sources of income of teacher education institutions run by private management are fee and donations. The teachers' training institutions operating in the University system, or being managed by government, receive large part of their budget in the form of grant from the government.

### **Linkages of Teacher Education Institutions**

During the last decade a massive infrastructure for training of teachers through pre-service and in-service mechanisms has been created. Old institutions have been strengthened and new institutions such as SCERT, DIETs, NTTIs, IASEs etc have been created. During the initial period of inception, these institutions have been striving to overcome various kinds of teething troubles mainly related to provision of physical facilities including land and building, delineation of areas to be serviced and understanding about the educational problems of the area, creation of rapport with supporting system including resource persons, development of teaching/learning material and ensuring opportunities for passed out trainees. During this period these institutions have gathered experiences for problem solving in their own ways. Most of the institutes have now gained a level of maturity and have increased their competence in subject areas like MLL; Early Childhood Care and Education, Total Literacy Campaign, Education of the Disadvantaged Group for equity and social justice, Vocationalisation, Non-formal and Adult Education.

At this stage, vertical and lateral interactions and linkages among various organisation concerned with teacher preparation and competence building of teacher educators are important for synergy and improvement in overall effectiveness and productivity of system.

The existing linkages of DIETs and SCERT and that of IASEs with other concerned organisations are depicted in Figures 3.4 and 3.5.

**Linkages among DIETs, SCERT and other Teacher Education Institutions****Figure 3.4**

### Linkages among IASEs and other Teacher Education Institutions

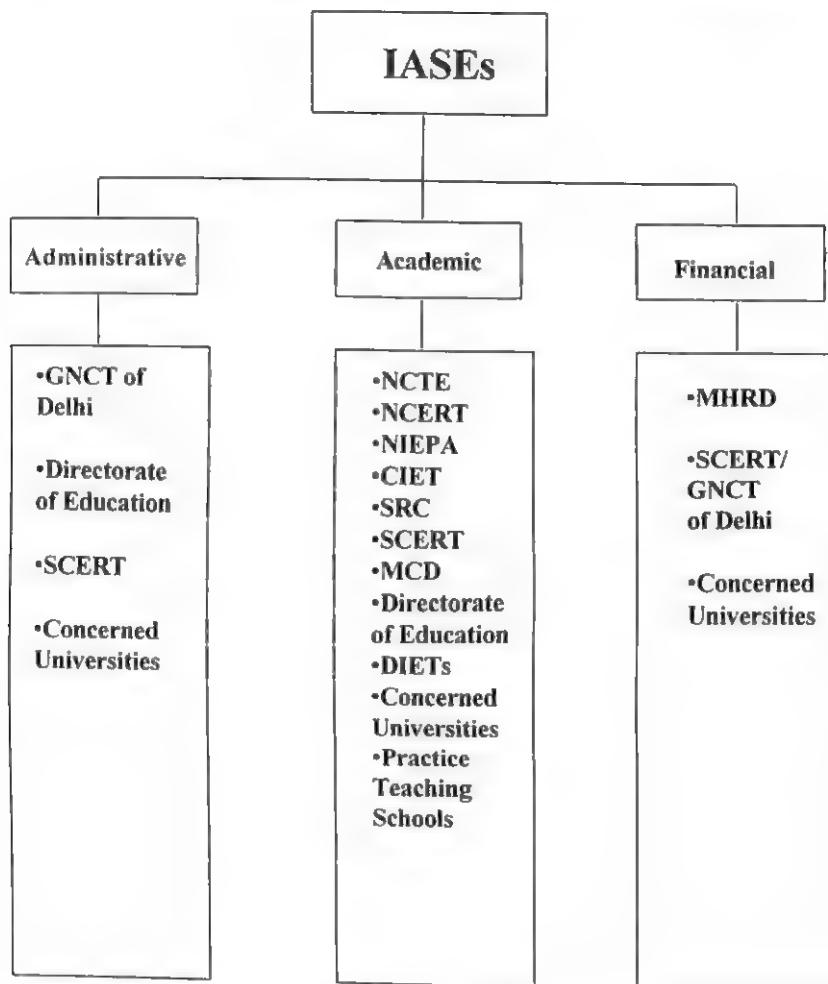


Figure 3.5

The existing linkages are quite limited and have considerable scope for expansion through various mechanism like academic visits, joint identification of training and research programmes and their execution wherever desirable and feasible, exchange of developed material and mutual sharing of experiences through organisation of meetings and seminars.

## **Professional Development of Teacher Educators**

The teacher educators in the DIETs and SCERT as well as in the Education Department of Universities plan, organise and conduct pre-service and in-service teacher education programmes. In the changing environment they are required to associate themselves with several activities which include new strategies and techniques of material development approach to evaluation, interaction with community, acquiring skills of resource mobilisation and several other such competencies for effective discharge of their duties. The innovative interventions for improving school education are important and the teacher educators have the nodal role in initiating and sustaining such interventions. They are required to be equipped with tools of research and knowledge about the community to undertake action research for assessing the nature, extent and opportunity for interventions and innovations. They have to be fully familiar with realities existing in schools, society as well as with resources, besides being associated with policy formulation, implementation strategies and monitoring of the programmes.

In order to enable the teacher educators to discharge their duties, it is necessary to provide them with necessary knowledge base and skills. The existing preparatory programmes for teacher educators, mainly M.A. Education and M.Ed. are not adequate to equip them for meeting all the challenges in their professional life. It is in this context that conscious efforts are required to be made for professional development of the teacher educators.

In the NCT of Delhi, the following mechanisms are utilised for the professional upliftment of teacher educators :

- Deputation to training programmes.
- Deputation to conferences/seminars and group discussions.
- Involvement in the Lab-Area activities and Action Research.
- Organisation of in-house seminars and discussions.

Tables 3.5 and 3.6 show qualitative description about the use of above mechanisms for the professional growth of teacher educators working in various teacher education institutions.

TABLE 3.5  
MECHANISMS USED BY TEACHER EDUCATION INSTITUTIONS FOR PROFESSIONAL DEVELOPMENT OF  
TEACHER EDUCATORS

S.N.	Institutions	Deputation of teachers for Seminars Yes/No	No. of teachers Attended Training/refresher Programme	Participation in Development of Instructional Material	NURSERY TEACHER TRAINING		In-house Seminars
					Yes	2 (5)	
1.	Manav Bharti	Yes	2 (5)	Yes	Yes	No	
2.	Bal Bharti	Yes	3 (8)	Some time	-		
3.	Voc. Trg. College South Ext.	Yes	3 (3)	Yes	Yes		
4.	Shaaheed Bhawan	Yes	0 (3)	Yes	No		
5.	Man Singh, Prem Ngr.	Yes	2 (4)	Yes	No		
6.	Rama Krishan	Yes	3 (10)	Yes	Yes		
7.	NITI, South Delhi	Yes	2 (3)	Yes	No		
8.	GRM NITI Nilothi More	Yes	3 (-)	Yes	No		
9.	LPS, Priyadarshine	Yes	3 (8)	Yes	Yes		
10.	Mata Raj Kauran Chadha	Yes	2 (8)	Yes	Yes		
11.	Mata Kasturi Devi, Najafgarh				Data Not Available		
12.	South Delhi Polytechnic				Data Not Available		

S. N.	Institutions	Deputation of teachers for Seminars Yes/No	No. of teachers Attended Training/refresher Programme	Participation in Development of Instructional Material	In-house Seminars
1.	DIET, Rajender Nagar	Yes	18 (17)	Yes	Yes
2.	DIET, Keshavpuram	Yes	17 (16)	Yes	Yes
3.	DIET, Moti Bagh	Yes	17 (17)	Yes	Yes
4.	DIET, Bhola Nath Ngr.	Yes	18 (15)	Yes	Yes
5.	DIET, Dariya Ganj	Yes	- (17)	Yes	No
SECONDARY/SR. SECONDARY TEACHER EDUCATION					
1.	IASE, Dep'tt. Of Education, JM	Yes	- (40)	Yes	Yes
2.	IASE, Dep'tt. Of Education,	Yes	- (28)	Yes	Yes
3.	SLBSRSV	Yes	5 (11)	Yes	Yes
4.	Maharishi Valmiki College of Education, DU	Yes	- (15)	Yes	No
5.	Jesur & Marry College	Yes	- (7)	Yes	Yes
6.	Women's College, Bawana	Yes	- (12)	Yes	Yes

Data in bracket shown the total strength of Teacher Educators in the Institute.

- Shows data not available

TABLE 3.6

**LIST OF PROGRAMMES OFFERED BY VARIOUS ORGANISATIONS  
ALONG WITH NOMINATIONS DURING LAST THREE YEARS**

S.No.	<i>Programmes Offered by various Organisations</i>	<i>No. of Faculty deputed</i>
	<b>NCERT</b>	
1.	Workshop on Teaching English in Large Classes	1
2.	Identification of key concept in Mathematics at Sr. Secondary Level	1
3.	Guidelines for Effective Teaching of Chemistry at Sr. Secondary Stage	1
4.	Training Programme for Resource Persons	2
5.	Training Course for Principals of DIETs	4
6.	Training Programme for Faculty of DIETs	6
7.	Orientation Programme for Lecturers in Educational Technology	3
8.	Orientation Programme for DRU Personnel on Planning and Management of TLC	6
9.	Training Programme on Vocational Education	2
10.	Training Programme in NFE for the personnel of DRU	6
11.	Training of RPs in use of computers in special education	2
12.	Training course for ETV script writer	3
13.	Training Programme on special Education	2
	<b>NIEPA</b>	
1.	Induction Training Programme for the Faculty of DIETs/SCERT	7
2.	Development of Institutional Evaluation Tool	3
3.	Printing Technology	2
4.	Sample Survey Techniques in Educational Statistics	2
5.	Quantitative Methods in Educational Planning	3
6.	Role of DIETs in improving school faculty	4
7.	Planning and Management of DIET Library	4
8.	Training Programme on Decentralised Planning	3

	<b>CIE</b>	
1.	Research Methods in Education	9
2.	Piaget and Education	6
	<b>JMI</b>	
1.	Training Programme on creativity	6
2.	Training Programme for Art Educators	1
3.	Training Programme for Handicapped Children	2
4.	Learning through Games	3
5	Aids Education	

In addition, SCERT organises research colloquia and extension lectures on a periodic basis. In research colloquia faculty members give talk on a subject which is thoroughly discussed in a continuing brain storming session. In the extension lecture series, experts in various disciplines of interest to SCERT are invited to enlighten the faculty members.



## Chapter 4

# *Resource Support Institutions*

### **State Council of Educational Research and Training (SCERT)**

The SCERT Delhi was established as an autonomous body in May, 1988 in pursuance of recommendations of the NPE, 1986. Since its inception, the Council contributed significantly in the area of school education in general, and teacher education in particular. In addition to performing a pioneering role in the area of pre-service as well as in-service training of teachers, its other functions include providing academic support to Department of Education, development of curricular material, diffusion of innovations in school education and carrying out need based research activities in order to bring out qualitative improvement in education at the school stage. The Council is also sharing the responsibility of providing training to functionaries of adult and non-formal education.

The SCERT functions through its seven Departments and five DIETs. Besides, its Examination Cell, Administration Section and the Finance and Accounts Section provide necessary support services to the SCERT. It is also an examining body approved by the GNCT for Elementary Teacher Education as well as Nursery Teacher Training programmes operative in the NCT of Delhi.

It has the support from the following bodies constituted as per Memorandum of the Council :

**Governing Council** : The Governing Council lays down broad policy for the working of the SCERT. Hon'ble Lt. Governor, NCT of Delhi is the ex-officio President and the Education Minister in the GNCT is the ex-officio Senior Vice President of the Council.

**Executive Committee** : The Executive Committee acts as the Governing Body of the SCERT and administers day-to-day affairs in accordance with the rules, regulations and orders in vogue. The Commissioner-cum-Secretary (Education), NCT of Delhi is the ex-officio Chairperson and the Director, SCERT is Member Secretary of the Executive Committee.

**Programme Advisory Committee** : The Programme Advisory Committee finalises all the activities involved in training, extension, research and related areas undertaken by the Council every year. Eminent educationists and school principals from the Directorate of Education and SCERT personnel are members of this committee while Director, SCERT is its Chairperson.

**Standing Committee** : The Standing Committee makes recommendations to the Executive Committee on financial and establishment related matters. Director, SCERT is its Principal Executive.

## **Objectives**

The objectives of the SCERT are to :

- Assist and advise the Directorate of Education in the implementation of its policies and major programmes for human resource development especially in the field of education.
- Promote educational research and training of teachers and other personnel.
- Develop the curriculum aiming at all round development of the child and at all levels of education.
- Develop educational technology for use in the teaching-

learning activities and in the training programmes and to provide distance education.

- Devise the systems and approaches for qualitative improvement of education.
- Develop a scientific process of evaluation for the pupil and educational programmes and institutions.
- Establish linkages with NCERT, various departments of the University of Delhi, Deptt. of Education, NCT Delhi and other educational institutions of the Central Government and GNCT, Delhi.
- Develop, adopt/adapt and produce curricular materials, textbooks and other related instructional materials.
- Guide, develop and provide educational materials for non-formal education and functional literacy.
- Provide pre-service and in-service training to teachers at all levels of school education.

### **Structure**

In order to achieve the objectives, a structural arrangement has been created for the functioning of SCERT. Its academic activities and programmes are carried out by the following Departments :

- Department of Social Science and Humanities Education
- Department of Science and Mathematics Education
- Department of Educational Technology
- Department of Non-formal and Adult Education
- Department of Work Experience and Vocational Education
- Department of Documentation, Dissemination and Publication
- Department of Educational Planning and Administration.

The SCERT oversees the functioning of DIETs also which play important role in pre-service and in-service education of primary teachers and provide academic resource support to primary schools in specific areas allotted to them.

## **Role and Functions**

The SCERT covers the entire spectrum of school education in Delhi. Its role flows from its objectives. It is directly involved in providing training to teachers of upper primary, secondary and senior secondary schools and its other functions are related to research, extension services as well as giving support to the department of education in planning and implementation of education policies and programmes. It has a coordinating role of providing academic and administrative support and guidance to DIETs as far as primary education is concerned. The functions of SCERT may be summarised as under:

### **A. Teacher Education**

- (i) **Pre-service teacher education:** A two years' course following semester system in elementary teacher education is provided by DIETs. The intake is 50 students per DIET per year. However, since 1994-95 one hundred students each have been enrolled in four of the DIETs to meet the requirements of primary teachers in Delhi.
- (ii) **In-service teacher education :** The SCERT has made a serious attempt to institutionalise teachers' in-service education. Systematic efforts have been made to bring clarity about the focus and perspective of in-service education and to develop/implement a model of training involving the following steps :
  - Conceptualisation of general and specific objectives
  - Preparation of Course Designs
  - Preparation of Course Materials
  - Orientation of course directors and resource persons
  - Training
  - Evaluation and follow-up

The SCERT organises training programmes for teachers, educational administrators and other educational functionaries from Upper-Primary to Senior Secondary level. It has a target of

providing training to about 5,000 educational personnel of different categories per year.

### **B. Material Development**

Various types of material development activities are undertaken such as developing textbooks in areas where new books have not been developed for sometime (e.g. Punjabi), question banks, teachers' handbook, in-service training packages etc.

A newsletter and a journal is also published. The group on educational technology produces video programmes to support in-service training programmes of SCERT and DIETs.

The SCERT faculty is involved in the production of print material, audio and video programme for teachers, students and teacher educators. The subject areas covered include subjects like Hindi, Mathematics, Science, EVS, Social Sciences, Arts, Work Experience, Health and Physical Education.

### **C. Research, Innovations and Experimentation**

Presently, the focus has been on action research for improved practices in school system. Twentyfive research studies have been completed so far. The Council also organises research colloquy in which every faculty member presents research and reflective papers for discussion and sharing ideas and experiences of mutual concern.

In order to promote innovations in school education, SCERT organises paper writing competitions for teachers working in Delhi schools. Papers are based on innovative experimental projects undertaken by teachers with a view to improving the quality of teaching and initiate practices to solve the problems within the school. The best paper writers are awarded suitably.

The SCERT thus contributes in the promotion of innovations and experimentation in school education through:

- Annual paper writing competitions for teachers on

innovations and experimentation in school education in Delhi.

- Annual lesson plan contests for ETE students.
- Organisation of research colloquy.
- Organisations of extension lectures
- Conducting research studies in the areas of school concern.

#### **D. Support in policy formulation**

The Council organises seminars and workshops on contemporary issues relevant to the system and makes recommendations to the Department of Education, Delhi. It also acts as a think tank for GNCT Delhi through various committees to suggest ways and means for improvement of the school system and develop action plans for implementation of various programmes.

The SCERT provides necessary resource support also to committees constituted by the Government in the field of Education. Recently this kind of support was extended to Prof. Yash Pal Committee on "Lessening the Burden on the Child", Sh. P.K. Chandala Committee on "Delhi School Education Act. 1973" and Prof. V.K. Malhotra Committee on "Moral Education".

#### **E. Professional academic growth**

In order to enable to faculty of SCERT and DIETs to upgrade their knowledge and skills for their professional growth and to achieve a higher level of efficiency, the council regularly deputes faculty members to participate in the academic programmes organised by different institutions. This acts as an investment in Human Resource Development and in turn leads to further growth of SCERT and DIETs.

In house staff development activities such as seminars, conferences, panel discussions, and extension lectures by eminent aca-demicians and scholars are regularly organised by the SCERT.

### Nature of academic programmes

Every year, the SCERT organises INSET programmes for the following categories of personnel of secondary and senior secondary schools :

- Education Officers
- Principals
- Vice Principals
- PGTs (Hindi, Sanskrit, Physics, Chemistry, Biology, English, Home Science, Art Education, Political Science, Geography, History etc.)
- TGTs (Hindi, English, Sanskrit, Punjabi, Social Science, Science, Mathematics, Work Experience Art Education)
- Physical education teachers
- Work experience teachers
- Punjabi and Urdu teachers
- Art teachers
- Librarians
- Laboratory assistants

The annual target for in-service training is 5000 teachers including TGTs, PGTs, Principals, Vice-Principals and Education Officers. The following types of INSET programmes are organised every year :

- Long Term programmes : include three weeks' training programmes for TGTs and PGTs in Content and Methodology in various school subjects.
- Short Term programmes : include two weeks' training programmes for Heads of secondary and senior secondary schools.
- Thematic programmes : include one week's or less than 6 days' programmes for educational personnel in the areas of Value Education, Computer Education, Financial and Office Management, AIDS Education and Special Education.

### **Education for All**

The Government of NCT of Delhi has identified Universalisation of Elementary Education (UEE) and Adult Literacy Programme as top priority areas. Education Department of NCT of Delhi has constituted a society "Delhi Sarva Shiksha Abhiyan Samiti" to implement "Education for All" programme. The Council with the five DIETs in Delhi is associated with the planning and development of training design for the project. The work related to training of Master Trainers under Education for All (EFA) was entrusted to SCERT. The faculty members of the Council are actively associated with the programme as members of core team of the programme.

### **Minimum Levels of Learning (MLL)**

The MLL programme has been started in Delhi schools to ensure student's retention and imparting a minimum levels of learning in different subject areas. Under this programme SCERT is engaged in recurrent training of teachers of adopted schools under MLL scheme and preparation of competency based teachers' handbook for classes I to V.

### **Delhi Sampoorn Shiksha Pariyojana**

This scheme was initiated in 1995 by SCERT in collaboration with UNICEF with a view to promoting quality education in 100 primary schools of NCT of Delhi.

### **Special Orientation Programme for Primary Teachers (SOPT)**

The focus of this scheme is to orient and enable the teachers to use Minimum Level of Learning (MLL) strategies, child centered approach and operation black board kit. Under this scheme, SCERT has organised training programme for Key Resource Persons (KRPs) and assistant teachers of MCD, NDMC and Delhi Administration.

### **CLASS Project in Computer Literacy**

SCERT also provides resource support to the teachers' training programme of CLASS project in computer literacy.

### **Resource Support for Policy Formulation**

SCERT also contributes to policy formulation of GNCT of Delhi through organisation of seminars and sharing of experiences in various spheres of school education like women's empowerment and improvement of the educational standards, effective use of ETV, work experiences and vocational education.

### **Vocational Education and Educational Technology**

Keeping in view the need of students and teachers of vocational stream at + 2 level, SCERT organises the following programmes for teachers and students :

- In plant training of students in vocational subjects.
- Organisation of seminars on strengthening of vocational education in the schools of Delhi covering:
  - Identification of vocational courses and management structure at state, district and school levels.
  - Strategies for implementation of vocational courses in schools.
  - School - Industry linkages
  - Teachers' training and development of student support system.
- Training programmes for vocational teachers teaching general foundation courses.
- Training programme for students in the area of pre-vocational education in computer application.
- World Food Day
- World Habitat Day

In Educational Technology, the SCERT is conducting the following activities:

- Training programme in the following areas:
  - Low cost teaching aids in science
  - Laboratory techniques
  - Script writing in various school subjects and presentation techniques
- Development and production of video programmes : 17 programmes in different subjects were produced and are used in various INSET programme.
- Development of low cost teaching aids : 107 low cost teaching aids have been developed to facilitate teaching in different subject like Science, Mathematics and Languages.
- Provide techno-academic support for INSET programme organised by DIETs, NDMC, MCD and Directorate of Education, CIE and Jamia Millia Islamia.

### **Conducting Examination of ETE and NTT programmes for all Institutions located in Delhi**

The SCERT conducts and supervises entrance test for admission to various institutions offering Diploma in ETE each year and also conducts final examinations of ETE and NTT courses for the award of diploma.

**Publication :** The SCERT brings out the following publications :

1. Quarterly News Letter
2. Samvad- News letter of SCERT in Hindi
3. Reflections on School Education.

These publications are brought out with a view to document the findings of research and disseminating information about various innovations being achieved by SCERT and DIETs.

**Staff Position:** Table 4.1 shows the staff position in the SCERT.

TABLE 4.1

## STAFF POSITION IN SCERT (AS ON 1ST MAY, 1997)

S.No.	Nomenclature of Post	Sanctioned	Filled	Vacant
1.	Director	01	01	-
2.	Joint Director	01	01	-
3.	Readers	06	-	06
4.	Dy. Controller	01	01	-
5.	Dy. Secretary	01	01	-
6.	Sr. Accounts Officer	01	01	-
7.	Publication Officer	01	-	01
8.	Senior Lecturer	14	09	05
9.	Lecturer	22	19	03
10.	Librarian	01	01	-
11.	Asstt. Controller	01	01	-
12.	Admn.-Cum-Vig. Officer	01	01	-
13.	Office Supdt.	03	-	03
14.	Jr. Accounts Officer	01	01	-
15.	Editor	02	-	02
16.	Assistant	04	04	-
17.	Sr. Stenographer	02	02	-
18.	Stenographer	05	01	04
19.	Steno-cum-Data Entry Operator	01	-	01
20.	Care Taker	01	01	-
21.	Store Keeper	01	01	-
22.	UDC	12	06	06
23.	LDC	20	10	10
24.	Lib. Clerk	02	02	-
25.	Production Assistant	01	-	01
26.	Computer Operator	01	01	-
27.	Despatch Rider	01	-	01
28.	Driver	08	08	-
29.	Gest. Operator	01	01	-
30.	Group "D"	25	21	04

### District Institutes of Education and Training (DIETs)

On the recommendation of State Level Empowered Committee of Government of NCT of Delhi, the District Institutes of Education and Training were established under the centrally sponsored scheme of the Ministry of HRD, Government of India in pursuance of the recommendation of NPE (1986,1992). Five DIETs are functioning in the NCT of Delhi under the guidance, supervision and overall administrative control of SCERT. These Institutes provide academic and resource support to the elementary, adult and non-formal education in their respective areas through various activities. The list of DIETs in Delhi is as follows:

S. No.	DIET	Year of Establishment	Operational Area
1.	DIET, Keshavpuram	1988	Distt. North
2.	DIET, Rajinder Nagar	1988	Distt. West
3.	DIET, Moti Bagh	1989	Distt. South
4.	DIET, Bhola Nath Nagar	1991	Distt. East
5.	DIET, Darya Ganj	1994	Distt. Central

Each District Institute of Education and Training has the following academic branches :

- Pre-Service Teacher Education (PSTE)
- Work Experiences (WE)
- District Resource Unit (DRU) for Adult and Non-Formal Education
- In-Service Field Interaction, Innovation and Co-ordination (IFIC)
- Curriculum, Material Development and Evaluation (CMDE)
- Educational Technology (ET)
- Planning and Management (P & M)

### Role and Functions

DIET's role could be stated as follows:

"To provide academic and resource support at the grass-

root level for the success of various strategies and programmes being undertaken in the area of elementary and adult education".

DIETs have a very important role to play. They are expected to become model for other institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organisational climate, maintenance of a clean and attractive campus.

The functions of a DIET as spelt out in the Programme of Action (POA) and being carried out are as follows :

1. Training and orientation of the following target groups :
  - Elementary/Primary School teachers (both pre-service and in-service education)
  - Head Masters
  - Instructors and supervisors of Non-formal and Adult Education
  - Community leaders, youth and other volunteers who wish to work as educational activists
  - Resource persons who will conduct suitable programmes for the target groups at centers other than the DIETs..
2. Academic and resource support to the elementary and adult education system in other ways e.g. by (i) extension activities and interaction with the field; (ii) provision of service of a resource and learning centre for teachers and instructors; (iii) development of locally relevant materials, teaching aids, evaluation tools etc., and (iv) serving as an evaluation centre for elementary schools and programme of NFE/AE.
3. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

### **Nature of Academic Programmes**

Each DIET organises the following academic programmes every year.

### Pre-Service Teacher Education

Each DIET runs a two year ETE Diploma Course to which admissions are made on the basis of candidate's merits in a Combined Admission Test conducted by SCERT in the first week of July. Every year fifty students were admitted to ETE Course in each DIET till 1995, which is now increased to 100 students per DIET. The following activities are also carried out by DIET for the trainees :

- Organisation of orientation programme for ETE first year students.
- Preparing low-cost creative teaching aids.
- Celebration of all national days, festivals, sports' day, parents' day, and other important days to develop in the students a feeling of national unity, integration and understanding of oneness towards the nation.
- Working with the community to impart functional literacy to at least two adult illiterates.
- Educational excursion and trip to historical monuments, and museum in Delhi as well as outside Delhi.
- Organisation of co-curricular activities.
- Organisation of workshop in performing arts and traditional crafts.
- Conducting psychological test and provision of guidance and counselling services for the students having some adjustment problems.
- Organisation of inter-house competitions and club-activities.
- Organisation of community services to inculcate in the students dignity of labour and awareness towards problems of the community.
- Running work experience programme for teacher trainees.
- Work experience input to in-service training pro-

grammes for primary as well as middle school teachers and Adult Education and NFE personnel.

- Preparation of low-cost teaching aids and material for pre-primary, primary and middle schools in all school subjects.
- Maintenance and decoration of the institute in order to inculcate in the students dignity of labour.
- Close liaison with Centre for Cultural Resources and Training, New Delhi.

### **In-Service Teacher Education**

The following categories of INSET programmes are organised by DIETs:

- Long Term Training Programme : includes three weeks programme for Asst. teachers in Content and Methodology and three weeks' orientation programmes for headmasters in educational planning and management.
- Special Orientation Programmes for Primary Teachers (SOPT)
- Short Term/Thematic Programmes : include programmes for Asst. teachers in areas like Educational Technology; Work Experience; Minimum Levels of Learning; Art Education; Value Education and Special Education.
- Training of Adult Education instructors, NFE instructors, Supervisors, Student Volunteers, Master Trainers and Community Leaders.

### **Material Development and Publication**

The following activities are being carried out at DIETs' level for the development of material :

- Analysis of primary and upper primary curriculum in all the school subjects as suggested by NCERT.

- Study of curricular needs of adult/NFE learners with the help of DRU of the DIET and suggest necessary measures to bring qualitative improvement in the adult education and NFE programmes.
- Preparation of literature in the form of small booklets, pamphlets as post-literacy material for neo-literate through workshop with the help of DRU.
- Preparation of basic literacy material through organisation of workshops involving learners, instructors and supervisors.
- Preparation of question banks in all school subjects at primary and upper primary levels.
- Preparation of reading material for various INSET programmes.
- Development of charts, diagrams, maps, display material for bulletin and display boards.
- Development of software like transparencies, audio programme slides, slide-tape programmes, picture tape programme and computer aided instructions.
- Development of self-learning modules on various subjects for pre-service and in-service teachers.
- Publication of Quarterly Newsletter of DIET and Annual Publication of DRUs.

### **Research and Innovations**

DIETs' faculty conduct research studies at primary level to find out solutions of the academic problems and organise research colloquy in which each academic faculty member presents research or reflective papers for discussion or sharing of ideas and experiences of mutual concern.

### **Staff Position**

Table 4.2 shows the staff positions in the DIETs of NCT of Delhi.

TABLE 4.2

## STAFF POSITION IN DIETS (AS ON 1ST MAY, 1997)

S.No.	Nomenclature of Post	Sanctioned	Filled	Vacant
1.	Principal	05	04	01
2.	Sr. Lecturers	35	20	15
3.	Lecturers	77	62	15
4.	Office Supdt.	05	-	05
5.	Jr. Accounts Officer	05	04	01
6.	Technician	05	04	01
7.	Librarian	05	05	-
8.	Statistician	05	03	02
9.	Work Exp. Teacher	05	-	05
10.	Assistant	05	02	03
11.	Stenographer	05	-	05
12.	UDC	16	10	06
13.	LDC	20	12	8
14.	Lab Assistant	10	09	01
15.	Group "D"	30	19	11

## Budget /Expenditure

The DIETs are funded through the centrally sponsored scheme of Ministry of HRD. The expenditures of all the DIETs since their inception to 1995-96 is given in Table 4.3 and Figure 4.1.

TABLE 4.3

## TOTAL EXPENDITURE ON DIETS IN NCT OF DELHI

Year	No. of DIETs	Expenditure (Rs. in Lakhs)		
		Non-recurring	Recurring	Total
1988-89	2	18.46	00.00	18.46
1989-90	3	15.45	31.59	47.04
1990-91	3	3.52	51.87	55.39
1991-92	4	8.90	69.03	77.93
1992-93	4	1.29	62.00	63.29
1993-94	4	1.30	94.60	95.90
1994-95	5	10.00	105.64	115.64
1995-96	5	19.06	134.65	153.71

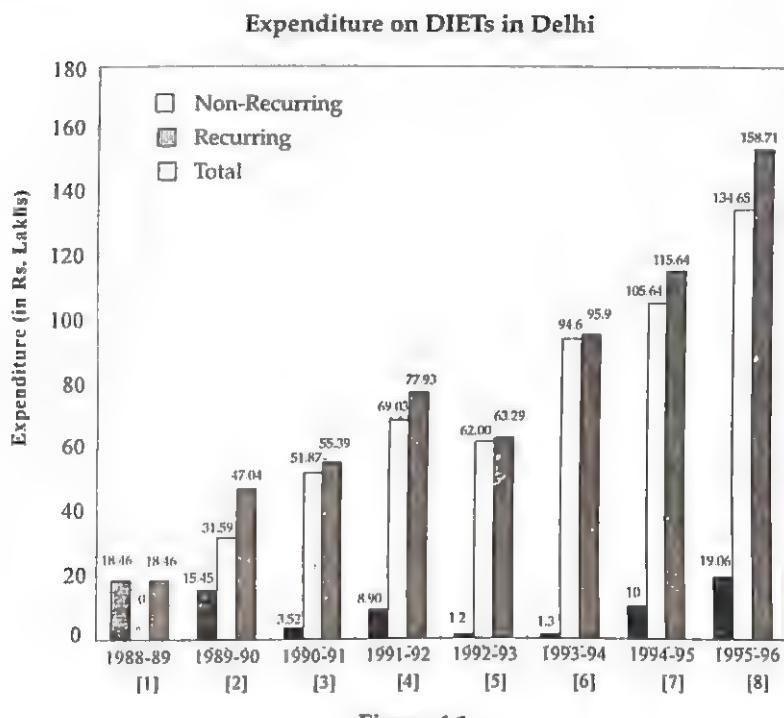


Figure 4.1

### Perspective Plan of the SCERT

Since inception, the SCERT has been working towards the promotion of various innovations in the field of education in the NCT of Delhi. During the 8th Five Year Plan, a skeleton infrastructure has been created and certain activities have been taken up for the fulfilment of aspirations expressed in NPE (1986,1992). However, there could not be any room for complacency as activities and programmes are still required to be initiated and strengthened especially in respect of objectives related to Educational Technology, Evaluation of Educational Programmes and Institutions.

While a number of activities and programmes, which have been initiated since the inception of the SCERT shall continue and be strengthened, a few new programmes are proposed to

be initiated during 9th Five Year Plan. The major highlights of 9th Plan are as follows :

- Training of teachers through tele-conferencing (distance education mode);
- Establishment of computerised DTP Unit;
- Facilities for Policy Planning Research;
- Establishment of four new DIETs;
- Establishment of Laboratories and Resource centres in all school subjects;and
- Initiation of Staff Welfare Scheme

**(i) Training of Teachers through Tele-conferencing (distance education mode)**

Tele-conferencing has made rapid strides. It is being increasingly realised that new developments in the electronic media by way of development of state specific softwares and two-way audio-video communication could be helpful in designing and organising training programmes through tele-conferencing mode covering a large number of teachers simultaneously. Experimentation and use of this mode shall not only facilitate the training of teachers in various aspects of education but shall also go a long way in the use of this media towards improving the overall quality of education in the schools of the NCT of Delhi. This activity shall provide an opportunity to the SCERT, Delhi to play a pioneering role in evolving the mechanisms for adoption of the latest technology in the field of education and training.

The training programmes following tele-conferencing shall be taken up in close coordination with MHRD as per the national Action Plan for in-service education of primary teachers through Distance Education. However, the facilities that would be created in the SCERT for the in-service education of primary teachers shall be upgraded and utilised for in-service training of other school teachers and educational functionaries. The use of distance mode of education and training using electronic media shall enable the SCERT to train a large number of teachers and

educational functionaries making recurrent training a reality.

#### **(ii) Establishment of Computerised DTP Unit**

The SCERT is engaged in the preparation, adoption and dissemination of educational materials and is also gearing up for the publication of textbooks and other supplementary materials for the formal and non-formal education programmes in the NCT of Delhi. The SCERT faculty also generates training materials for conducting various training programmes. The systematic organisation, printing and dissemination of these materials is important and is helpful in advancing the objectives of the Council making the whole process efficient and cost-effective.

#### **(iii) Facilities for Policy Planning and Research**

The SCERT is committed to assist and advise GNCT of Delhi in the education related matters and to promote educational research including devising systems and approaches for evaluation of pupils, programmes and institutions. This is an important task which requires systematic research work and creation of comprehensive data base covering various aspects of education including infrastructure and facilities, human resources, curriculum and other related issues that influence the success of educational programmes. The research and creating/ updating of data base should be a dynamic, interactive and ongoing activity so that continued inputs for qualitative improvement could be available to the policy planners and GNCT as and when required. In order to meet such a requirement, it is necessary that a systematic structure to promote educational research in SCERT/DIETs be strengthened. The Programme Advisory Committee of SCERT have suggested several measures for promoting educational research in the Council. In the forthcoming plan, it is proposed that systematic addition of facilities and manpower be taken up so that educational research could be adequately supported. The

mechanism of educational research in the Council could include project execution by faculty members; sponsored projects from outside agency(ies); collaborative research by the SCERT/DIET faculty with other agencies and schools in the NCT of Delhi as well as action research through Lab Area approach. The present Educational Planning and Administration Department of SCERT can facilitate this function with some inputs in the form of computers, skilled manpower and a specific policy on research.

#### **(iv) Establishment of new DIETs**

At present five DIETs are functional under the Centrally Sponsored Scheme of Teacher Education in five districts of NCT of Delhi. Due to reorganisation of Delhi into nine districts and inability of the existing DIETs to cope with additional requirements, it is envisaged that four new DIETs may be established in the four new districts of the NCT of Delhi.

#### **(v) Establishment of Laboratories and Resource Centres in School Subjects**

The teaching of Science and Mathematics is facilitated through models and experiments. Similarly, teaching of Languages and Social Sciences can be enriched by suitably equipped resource centres of the concerned subjects. The training of teachers in school subjects shall become interesting and more purposeful with the establishment of laboratories and resource centres of various school subjects in the SCERT.

#### **(vi) Initiation of Staff Welfare Schemes**

The faculty/employees of SCERT are to be extended various staff benefit schemes like GPF-cum-Gratuity-cum-pension, house building advance, medical reimbursement, provision of housing and subsidy on canteen and vehicle advances. While some of these benefits are to be given to bring them at par with other employees of the NCT of Delhi, a few other facilities are necessary to facilitate their full attention and to motivate them

to engage themselves fully in research and training activity(ies) of the Council.

### **Institute of Advanced Studies in Education, Department of Education, University of Delhi**

The Central Institute of Education (CIE) created in 1947 was given the status of the Department of Education in 1979. It has now grown into the Faculty of Education and has been recognised as the Institute of Advanced Studies in Education (IASE) in 1989 under the centrally sponsored scheme of Teacher Education. As a faculty and department/IASE, its activities extend beyond CIE premises in Delhi. For instance, the Maulana Azad Centre for Elementary and Social Education (MACESE), opened in 1990 for research purpose in education, also conducts an integrated bachelor of elementary education course of four years' duration in Jesus and Mary college, SP college and Women's college, Bawana. Provided with well developed infrastructure, the education department conducts B.Ed, B.El.Ed, M.Ed, and Ph.D. programmes. The students from all over the country can seek admission and on joining are provided with hostel facilities. At present, activities of the Department are conducted through 28 faculty members with the support of 34 staff members performing various functions.

The programmes and activities of the department and the IASE include the following :

#### **Specific Activities of the IASE**

- Provision of in-service training and other academic support by the Institute to at least eight secondary schools of NCT Delhi each year.
- Establishment of the Maulana Azad Centre of Elementary and Social Education (MACESE) in the Department of Education, University of Delhi.

### **Activities of Department and IASE**

- Imparting pre-service and in-service education to secondary/elementary school teachers.
- Providing extension and resource support services to secondary schools and individual teachers.
- Conducting experimentation and innovation in school education.
- Providing resource support to professional bodies.
- Conducting 4 years' integrated course for elementary school teachers.
- Providing academic guidance to DIETs.
- Developing resource/institutional material for teachers.

While the ongoing academic and research activities of the Department are continuing, the creation of IASE as a constituent part of the Department has provided increased emphasis on the continuing education programmes.

### **Pre-Service Education of Teachers**

The faculty and department/IASE offers the following courses preparatory to the teachers at various levels of education:

- B.Ed. : The Institute's most important course is the B.Ed. It is a full time one year degree course and is open to graduates and post-graduates, who attend it as day scholars.
- B.Ed. : MACESE, which was launched in 1990 for research purposes in education conducts an Integrated 4 years' Bachelor of Elementary Education course in some colleges.
- M.Ed. : One year full time programme for day scholars. It is also offered as a part time two year programme for local teachers and educational practitioners.
- M.Phil : A full time one year.
- Ph.D. : Is available for scholars as well as working teachers.

### Other Activities

Other important activities of the department/IASE include promoting innovations in education and continuing education of teachers.

- Innovations in Education

Innovations in education is of prime importance at the Institute. It has an experimental "basic school" till the eighth standard with around 250 students. It has a lab for experimenting with new methods of practice teaching.

- Continuing Education

Organisation of in-service training programme for secondary school teachers/teacher educators is an important function of IASE. It organises various types of in-service programmes which include :

- (i) Long Term programme (3 Weeks) for TGTs/PGTs
- (ii) Short Term/ Thematic Programmes (3-6 days) for school teachers and teacher educators.

### Staff Position

Table 4.4 shows staff position in IASE/Department of Education, Delhi University.

**TABLE 4.4**  
**STAFF POSITION IN IASE/DEPARTMENT OF EDUCATION**  
**DELHI UNIVERSITY**

S.N.	Name of Post	No. of sanctioned posts	No. of filled posts	No. of vacant posts
1.	Professor	8	6	2
2.	Reader	9	8	1
3.	Lecturers	24	12	12
4.	Craft/Music Teacher	2	2	-

## Expenditure

The details of expenditure during 1989-90 to 1994-95 on IASE, Delhi University is given in Table 4.5

TABLE 4.5

### TOTAL EXPENDITURE ON IASE, DELHI UNIVERSITY

Year	Expenditure (Rs. in Lakhs)		
	Non-Recurring Expenditure	Recurring Expenditure	Total
1989-90	4.51	-	4.51
1990-91	0.55	0.63	1.18
1991-92	0.72	5.15	5.87
1992-93	0.97	8.56	9.53
1993-94	1.69	12.45	14.14
1994-95	0.71	18.39	19.10

## Perspective Plan

In view of general direction of centrally sponsored scheme of IASE/MACESE and the leading role which CIE should play in this regard certain areas were identified, keeping the focus on the quality education at elementary and secondary stage. Various programmes proposed for the future are as follow :

### In-service Teacher Education Programme

In-service training programmes of three weeks' duration have been initiated by the IASE for teachers of secondary and senior secondary schools. Some thematic programmes have also been developed and are being organised. These programmes shall be enriched and their organization shall be strengthened.

### Professional and Academic Programmes

- A post-graduate programme of Elementary Teacher Education will be designed to specifically address the following:

- Academic resource building in the field of elementary education to build expertise in teacher education, research and innovative action programmes;
- Professional mobility for elementary school teachers to assume leadership role in various capacities such as head teachers, education officers in the government sector and project officers in the voluntary sector.

(b) Certificate courses in selected inter-disciplinary areas will be developed and conducted to provide short term professional training to potential faculty in colleges offering B.Ed. programme. This will be done in collaboration with Zakir Hussain Centre for Educational Studies, JNU; Department of Child Development, Lady Irwin College, Centre for Science Education and Communication, University of Delhi.

(c) Course guidelines will be made available to the faculty teaching various courses for the three years of B.Ed. programme.

(d) Translation of study material from English to Hindi will be continued to strengthen the bilingual character of the programme.

### **School Adoption Programme (SAP)**

The school adoption programme, since its inception in 1992, has covered 5 years of primary schooling in the Basic School of the CIE. It is now proposed that the programme develops further at two levels :

- It continues in the upper primary classes of Basic School; during 1997- 98 the programme will facilitate teaching learning of all subjects of class VI.
- Based upon the experience of this programme during previous five years, a systematic attempt will be made to draw those lessons that could be applied to the 23 MCD primary schools of "Jahangirpuri School Project"

being implemented jointly by IASE and MACESE. The specific features of the SAP programme identified as feasible on such a large scale and sustainable as a systematic intervention in the Jahangirpuri school system would be initiated in these schools. The method adopted for achieving the objective of intervention will include teacher-community interaction and focussed workshops with the basic school teachers acting as resource persons. This would also include establishing a resource centre for teachers for clusters of about 4-5 schools each as well as academic collaboration with the concerned DIETs.

### **Lokshala Programme for UEE**

The MACESE in collaboration with Bharat Jan Gyan Vigyan Jatha (BJGVJ) is developing an alternative model for Universalization of Elementary Education (UEE). The activities of the project are classified into (a) nation-wide process; (b) advanced field laboratories; and (c) the school project in Jahangirpuri.

#### **(a) Nation Wide Process**

The IASE proposes to intensify the process of organising exploratory mobilization and planning meetings in various parts of the country for the promotion of UEE:

- Organise two 10 day training programmes for the State Academic Resource Group and Block Level Teams.
- Conduct three documentation workshops for preparing conceptual and operational guidelines for State Academic Resource Groups and Block Level Teams in both Hindi and English.

#### **(b) Advance Field Laboratories**

Provide academic support in the implementation of the annual work plan prepared by three regions.

**(c) Jahangirpuri School Project**

The interventions shall have two significant dimensions namely:

- Working within the school for providing academic support to teachers; and
- Working outside the school for community mobilization in the context of school education.

**Assessment and Evaluation in Schools**

Under this project, the following two tasks will continue:

- An attempt will be made to understand the basis for the rather diverse formats utilized for recording and communicating the evaluation of primary level children in different schools.
- A study of the implementation of the MLL approach.

**Child Labour : Pattern and Intervention**

In the first phase, the data was collected on the extent, nature, pattern and distribution of child labour and its socio-cultural correlates. The study was localized in jhuggi clusters of C,D,G and K Blocks of Jahangirpuri, where incidences of child labour, non-enrolment and school dropouts were reported to be high. The data shows that the children under study have definite goals, educational aspirations and a futuristic vision of economic betterment arising from education but are un-organised and ill-equipped to remove the stumbling blocks constraining the realisation of working childrens' full potential. During the second phase, the project visualizes the creation of a "Thinking Forum" in Jahangirpuri that will enable the rag-picking children to develop a voice of their own.

**Publications and Documentation**

It is proposed to bring out three publication's related to Lokshala project.

### **Development of Teaching Aids**

Teaching aids in different subject areas will be developed with the help of teachers and available resources in the community.

### **Enquiries into Policy Formulation in Education**

This project envisaged a study of the historical and socio-political perspective in which policy postures towards the following two issues have been formulated : (i) Gandhian Basic Education; and (ii) Minimum Levels of Learning as a Framework for curriculum.

The IASE shall continue to play important role towards strengthening the mechanism and arrangement for teacher education in NCT of Delhi

### **Institute of Advanced Studies in Education, Department of Education, Jamia Millia Islamia, New Delhi**

Jamia Millia Islamia has played important role in teacher education. One of the premier institutions of the Jamia, the Teachers' Training Institute was established in 1938 under the leadership of Dr. Zakir Hussain for training teachers for basic schools according to the scheme of Basic Education. Initially, this institute prepared teachers for primary and senior basic schools. After independence, the institute started teacher education programmes for arts and craft teachers and for the secondary teachers. The institute has now grown into the Faculty of Education with three Departments, namely Department of Foundations of Education; Department of Teacher Training and Non-Formal Education; and Department of Fine Arts and Art Education.

The Department of Teacher Training and Non-Formal Education was upgraded as Institute of Advanced Studies in Education in 1988. The IASE is a constituent of the Faculty of Education in Jamia Millia Islamia.

### Functions of IASE

The broad functions of IASE are :

- Imparting pre-service and in-service education to the secondary/special education/elementary school teachers.
- Preparing personnel for elementary teacher education institutions and their continuing education;
- Undertaking research, innovations and extension work in the field of secondary/elementary education. The Department of Teacher Training and Non-Formal Education was in fact shouldering the academic responsibilities in all the areas mentioned above even before its upgradation as an IASE except that there is now an increased emphasis on continuing education.

### Pre-Service Teacher Education

The faculty of Education in Jamia Millia Islamia offers the following courses for preparing teachers for various levels of education.

S.No.	Name of Course	Duration	Started in	No.of Seats
1.	JBT/Elementary Teachers' Training Course	Two Years	1938	60
2.	B.Ed.	One Year	1957	160
3.	M.Ed.	One Year		Data Not Available
4.	Ph.D.	Minimum Two Years	1970	Unspecified
5.	B.Ed. (Special Education)	One Year	1980	15
6.	B.Ed. (Nursery Education)	One Year	1996	10
7.	M.A. (Edu. Planning and Administration)	1988 Two years	10	
8.	M.Ed.(Special Education)	One Year	1980	15

The programmes of Teacher Education in Jamia Millia Islamia are offered through the following five academic units headed by a co-ordinator :

1. Pre-service Education unit (B.Ed. and Diploma in Basic Training)
2. Continuing Education Unit
3. Post-Graduate Education Unit
4. Special Education Unit
5. Research Unit

M.A. Education course is also available with specialisation in language education, social science education, science education and educational technology. Jamia Millia Islamia has been evolving, from time to time, courses as per latest developments and requirements in the field of education. The M.Ed.(Special Education) course offers specialisation in education of the orthopaedically and neuromuscularly disabled, education for the visually handicapped and education of the hearing disabled. Similarly, the B.Ed. course is available with provision of 17 teaching subjects, 17 elective subjects and 7 crafts. The revision of the course content is an ongoing process in cognizance of the recent trends and contemporary issues in the field of teacher education. Recently an elective paper on "Education of Exceptional Children" and "Co-curricular Activities" has been introduced at the B.Ed. level. Similarly, Agriculture Education at diploma level has been introduced. Visit to Science Museum now forms a part of the syllabus of diploma and basic education. Computer literacy is also a part of training programme.

### **Academic Support to Educational Organisations**

Besides teaching, research and organisation of in-service education programmes, IASE Jamia Millia Islamia provides professional support to various educational organisations/ departments and institutions like NCERT, NOS, IGNOU, DIETs, SCERT, IASE (DU), Delhi State, DPEP and SRC.

## **Continuing Education**

One of the functions of the IASE is to organise in-service education programmes for secondary school teachers and teacher educators. It organises various types of in-service programmes which include :

- Long Term programmes (3 Weeks) for TGTs and PGTs in school subjects
- Thematic programmes for teachers in the following areas:
  - Co-curricular Activities
  - Computer Education
  - Teaching the Disabled Children
  - Agriculture Education
  - Action Research
  - Socially Useful Productive Work
  - Teaching Aids etc.

Theme-specific programmes for Teacher-Educators in the following areas :

- Personality
- Research Methodology
- Learning
- Models of Teaching
- Innovations in Teaching
- Integrated Science Teaching
- B.Ed. Curriculum Revision
- Basic Education Curriculum etc.

## **Research and Development of Instructional Material**

Research is an important activity of the institute. In Master's degree courses, writing a thesis is part of the syllabus. At Ph.D. level, both fundamental and applied research topics are

undertaken. Members of the staff are also now working on research projects relating to problems of school education and education of the disadvantaged. Attention is also being paid to the development of instructional material like unit plans, question banks, handbooks etc. IASE is also publishing a quarterly News Letter.

### Budget/Expenditure

The IASE in Jamia Millia Islamia is being supported under the grant of Ministry of HRD. The expenditure during 1988 to 1995-96 is given in Table 4.6.

**TABLE 4.6**  
**EXPENDITURE ON IASE JAMIA MILLIA ISLAMIA**

Year	Expenditure (Rs. in Lakhs)		
	Non-Recurring Expenditure	Recurring Expenditure	Total
1988-89	7.22	0.00	7.22
1989-90	21.00	0.00	21.00
1990-91	3.24	1.17	4.41
1991-92	1.38	5.82	7.20
1992-93	0.44	7.10	7.54
1993-94	1.11	9.59	10.70
1994-95	Nil	9.89	9.89
1995-96	Nil	14.16	14.16

The activities of IASE, JMI are proposed to be expanded during IXth Five Year Plan which include strengthening of infrastructure, creation and computational facilities and taking different measures to improve the classroom practices and overall quality of teacher education.



## Chapter 5

# *Pre-service Teacher Education*

### **Coverage**

Pre-service teacher education and training at various levels is imparted in the NCT of Delhi by the following institutions :

**Pre-Primary Level** - 13 Nursery Teachers' Training Institutions located in different parts of Delhi, with total intake of 685 trainees, imparting education and training to the pre-school/nursery teachers.

**Elementary Level** - The courses available for the elementary school teachers are : (i) Diploma in Elementary Teacher Education (ETE Diploma) offered by the DIETs; (ii) Diploma in Basic Education by Jamia Millia Islamia; and (iii) Bachelor of Elementary Education (B.El.Ed.) offered by the University of Delhi and affiliated colleges. The total annual intake of trainees in the ETE course is 520 and in B.El. Ed. is 120.

**Secondary/Sr. Secondary Level** : The B.Ed. Degree course preparatory to secondary and senior secondary teachers is available in the NCT of Delhi with total intake of 775 students.

The geographical distribution of the availability of different courses alongwith the number of seats/annual intake and the locational map of the institutions offering various teacher education courses is given in Table 5.1 and Figure 5.1 respectively. There is no N.T.T.I. operating in the North and East Districts of Delhi. While B.El.Ed. is available in two institutions in the North

TABLE 5.1

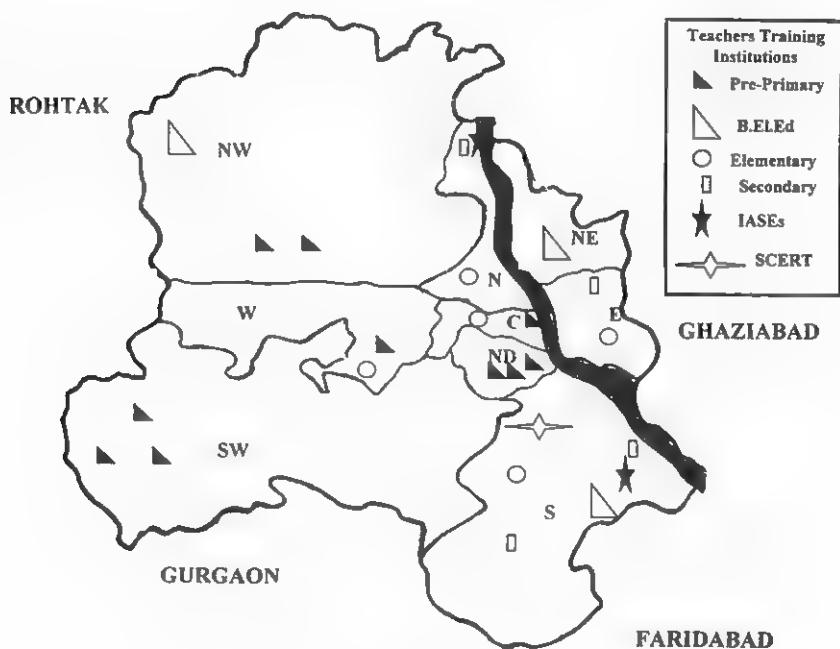
**PRE-SERVICE TEACHER EDUCATION INSTITUTIONS AND THEIR ANNUAL INTAKE IN THE NCT OF DELHI.**

S. N.	District	Number of Institutions						Number of Seats					
		Pre-School Level		Elementary Level		Sec./Sr.Sec. Level		Pre-School Level		Elementary Level		Sec./Sr.Sec. Level	
		N.T.T.	E.T.E.	B.El.Ed.	B.Ed.	N.T.T.	E.T.E.	B.El.Ed.	B.Ed.	N.T.T.	E.T.E.	B.El.Ed.	B.Ed.
1.	South	2	2		1	2	110	160		40			340
2.	West	1	1		-	-	100	100		-			-
3.	South-West	3	-		-	-	120	-		-			-
4.	North	-	1	2	1	-	100	-	80			225	
5.	North West	2	-		-	-	160	-	-				-
6.	East	-	1		-	1	-	60	-			150	
7.	North-East	1	-		-	-	80	-	-				-
8.	Central	1	1	-	1*	25	100	-				60	
9.	New Delhi	3	-		-	-	90	-	-				-
	Total	13	6	3	4+1	685	520	120				775	

(\*) College did not respond

District, no course is available in East District for pre-school level teachers. At present, five DIETs are operating in five districts and during the ninth plan four new DIETs are proposed to be opened. For secondary and senior secondary teachers, the pre-service education is imparted by the JMI, LBSRSV, University of Delhi and College of Education Shakarpur.

**LOCATION MAP OF TEACHERS TRAINING INSTITUTIONS  
IN NCT OF DELHI**



**Figure 5.1**

### **Facilities in Teacher Education Institutions**

The availability of various infrastructural facilities in teacher education institutions is shown in the Table 5.2.

S.No.	Accommodation	Pre-Primary Level		Elementary Level		Sec./Sr.Sec. Level	
		No. of Institutions	Percentage of Inst.	No. of Institutions	Percentage of Inst.	No. of Institutions	Percentage of Inst.
9.	Students' Common Room	4	33.3	5	100.00	4	66.6
10.	Bath Rooms						
	(i) Girls	Nil	00.0	5	100.00	5	83.3
	(ii) Boys	10	83.3	5	100.00	5	83.3
	(iii) Male Staff	6	50.0	3	60.00	4	66.6
	(iv) Female Staff	10	83.3	3	60.00	4	66.6
11.	Assembly Hall	7	58.3	5	100.00	4	66.6
12.	Play Ground	8					
13.	Gymnasium	Nil	00.0	Nil	00.0	3	50.0
14.	Computer Room	5	41.6	3	60.0	4	66.6

TABLE 5.2

## AVAILABILITY OF INFRASTRUCTURAL FACILITIES IN VARIOUS TEACHER EDUCATION INSTITUTIONS

S.No.	Accommodation	Pre-Primary Level		Elementary Level		Sec./Sr.Sec. Level	
		No.of Institutions	Percentage of Inst.	No.of Institutions	Percentage of Inst.	No.of Institutions	Percentage of Inst.
1.	Class Room	1	8.3.0	Nil	0.00	2	33.3
		4	33.3	1	20.00	Nil	0.00
		1	8.30	3	60.00	1	16.6
		4	33.3	1	20.00	1	16.6
		Nil	00.0	Nil	00.00	1	16.6
		Nil	00.0	Nil	00.00	Nil	00.0
		Nil	00.0	Nil	00.00	1	16.6
		9	75.0	5	100.00	5	83.3
2.	Staff Rooms	7	58.3	2	40.00	1	16.6
		10	83.3	4	80.00	3	50.0
		4	33.3	2	40.00	3	50.0
		8	66.6	3	60.00	3	50.0
		9	75.0	5	100.00	6	100.0
		9	75.0	4	80.00	4	66.6

The institutions imparting training to teachers at pre-school, elementary and secondary/senior secondary levels have been covered. The infra-structural facilities about which the information is given include availability of the number of class rooms; staff rooms; music room and craft room; teaching laboratory; laboratories; Principal's office room; office room/space; students' common room; bath room for girls, boys, male staff and female staff; assembly hall; play ground; gymnasium; and the computer room. Most of the training institutions do not have these facilities. None of the N.T.T. institutes has bath rooms for girls. The situation is satisfactory in E.T.E. institutions (100 percent) but is not upto the mark in the institutions offering B.Ed. courses. There is considerable scope for improving the infra-structural facilities of the teachers' training institutions in the NCT of Delhi.

#### **Educational Technology (ET) Aids in Teacher Education Institutions**

An overall picture of availabilities/utilization of the educational technology aids in the nursery teachers' training institutions, DIETs and institutions imparting B.Ed. course, covering various ET aids such as TV, VCR, Tape Recorder, Lingua Phone, Radio, Slide Tape Projector, Epidiascope, Charts, Maps, Amplifier system, Computer and Over Head Projector (OHP) is summarised in the Table 5.3.

TABLE 5.3  
UTILIZATION OF VARIOUS EDUCATIONAL TECHNOLOGY AIDS IN STRENGTHENING THE  
TEACHER EDUCATION PROGRAMMES

S.No	Educational Technology Aids/Instruments	NTT Institutions			ETE Institutions			Sec. & Sr.Sec. Teacher Education Institutions/ Colleges	
		No.of Institutions Utilized	Percentage of Inst. Utilised	No.of Institutions Utilized	Percentage of Inst. Utilised	No.of Institutions Utilized	Percentage of Inst. Utilised	No.of Institutions Utilized	Percentage of Inst. Utilised
1.	T.V.	4	33.3	5	100.00	2	33.3		
2.	V.C.R.	3	25.0	5	100.00	2	33.3		
3.	Tape Recorder	2	16.6	4	80.00	3	50.0		
4.	Lingua Phone	1	8.3	Nil	00.0	Nil	00.0		
5.	A.V. Aids	2	16.6	3	60.00	1	16.6		
6.	Radio	3	25.0	4	80.00	Nil	00.0		
7.	Slide Tape Projector	1	8.3	4	80.00	1	16.6		
8.	Epidiascope	1	8.3	Nil	00.0	1	16.6		
9.	Charts, Maps	3	25.0	5	100.00	Nil	00.00		
10.	Amplifire System	Nil	00.0	Nil	00.00	1	16.6		
11.	Computer	Nil	0.00	4	80.0	1	16.6		
12.	Over Head Projector (OHP)	3	25.0	4	80.0	5	83.3		

It may be observed that the utilization of the ET aids in the NTTIs is quite low and majority of the institutions do not have or do not utilise these facilities. The availability of TV has received highest rating (33% of the institution have it), the other aids have significantly lower rating indicating poor utilization of ET aids by NTTIs in NCT of Delhi.

The utilization of ET aids by DIETs is better compared to NTTIs and the higher percentage of DIETs have ET aids for their utilization. The TV, VCR and Charts are used by all the ETE institutions and other ET aids are used by 80 per cent of the institutions.

The utilization of the ET aids by the institutions offering B.Ed. course is less satisfactory. The OHP is possessed by 83.3% of the institutions and Tape Recorder is available in 50%. Other ET aids are available only in few institutions. TV and VCR are available in 33.3% of the institutions and slide Tape Projector, Epidiascope, Amplifier system and computer in only 16.6%. There is considerable scope for the enrichment of these institutions towards the utilization of ET aids by these institutions.

## Content

The education and training programmes of teachers for pre-primary, elementary and secondary/senior secondary levels essentially consist of the following parts :

- (i) Theory Courses
- (ii) Practical Work /Work Experience
- (iii) Practice Teaching

Most of the institutions also conduct a number of Co-curricular activities.

**Curriculum of NTT Programme-** The course is of two years' duration divided into four semesters. The theory courses are of one semester duration. Similarly, practical work courses are also of one full semester duration. The practice of teaching and

outdoor games are carried out during the II and III semesters. Information about the theory courses, practical work and practice teaching and outdoor games is summarised in Tables 5.4 and 5.5.

**TABLE 5.4**  
**COURSE CONTENTS OF NTT PROGRAMME.**

S.No.	Courses	Duration
<b>I.</b>	<b>Theory Courses</b>	
1.	Early Childhood Care and Education in Emerging India	One Semester
2.	Child Development	- do -
3.	Programme Planning for ECCE	- do -
4.	Aspects of Child Development	- do -
5.	Working with Parents and Community	- do -
6.	Programme Planning for Classes I & II	- do -
7.	School Organisation	- do -
8.	Intelligence and Learning	- do -
9.	Child Health and Nutrition	- do -
<b>II.</b>	<b>Practical Work</b>	
10.	Visual Arts and Craft Work	- do -
11.	Performing Arts	- do -
12.	Creative Art	- do -
13.	Language Competency	- do -
14.	Health and Nutrition	- do -
<b>III.</b>	<b>Practice Teaching and Outdoor Games</b>	II & III Semester

TABLE 5.5

**SEMESTER-WISE DISTRIBUTION OF COURSES/ACTIVITIES  
FOR NTT PROGRAMME**

S.No.	Course Code	Title of Course
	<b>SEMESTER I</b>	
1.	01	Early Childhood Care and Education in Emerging India
2.	02	Child Development
3.	03	Programme Planning for ECCE
4.	10	Visual Arts and Craft Work (Practical)
	<b>SEMESTER II</b>	
5.	04	Aspects of Child Development
6.	05	Working with Parents and Community
7.	11	Performing Arts (Practical)
8.	15	Teaching Practice and Outdoor Games
	<b>SEMESTER III</b>	
9.	06	Programme Planning (Class I and II)
10.	08	Intelligence and Learning
11.	12	Creative Arts (Practical)
12.	16	Teaching Practice and Outdoor Games
	<b>SEMESTER IV</b>	
13.	07	School Organisation
14.	09	Child Health and Nutrition Practical
15.	13	Language Competency
16.	14	Health and Nutrition (Practical)

**Curriculum of ETE Programme-** The Programme is of two years' duration divided into four semesters. The practice teaching is taken up during the I and III semesters. The theory courses offered during the programme could be classified into (i) Basic/ Core courses; (ii) Pedagogical courses; and (iii) School subjects including languages. The semester-wise coverage of the courses/ activities is given in Table 5.6.

**TABLE 5.6**  
**SEMESTER-WISE DISTRIBUTION OF COURSES**  
**OF ETE PROGRAMME**

<i>S.No.</i>	<i>Course Code</i>	<i>Title of the Course</i>
	<b>SEMESTER-I</b>	
1.	01	Philosophical Perspective of Education
2.	02	Child Development
3.	03	Teaching of Hindi (I)
4.	04	Teaching of Mathematics (I)
5.	05	Teaching of Environmental Studies (Social Studies) (I)
6.	06	Teaching of Environmental Studies (Science) (I)
7.	07	Practice Teaching (I) Practical work
	<b>SEMESTER-II</b>	
8.	08	Society and Education
9.	09	Process of Children's Learning
10.	10	Teaching Skills and Strategies
11.	11	Measurement and Evaluation
12.	12	Work Experience (I)
13.	13	Visual Arts
14.	14	Health and Physical Education (I) Practical work
	<b>SEMESTER-III</b>	
15.	15	Teaching of Hindi (II)
16.	16	Teaching of Mathematics (II)
17.	17	Teaching of Environmental Studies (Social Studies) (II)
18.	18	Teaching of Environmental Studies (Science) (II)
19.	19	Performing Arts
20.	20	Health and Physical Education (II)
21.	21	Practice Teaching (II)
	<b>SEMESTER-IV</b>	
22.	22	Curriculum Development
23.	23	School Organisation and Management
24.	24	Elementary Education and Its Problems
25.	25/26/	Educational Technology /Teaching of English
26.	27/28/29	Guidance and Counselling/Early Childhood Care and Education (ECCE)/Education of Children with Disabilities
27.	30/31/32	Non-Formal Education and Adult Education/ Population Education/Value Education
28.	33	Work Experience (II)

**Curriculum of B.Ed. Programme-** The four year Bachelor of Elementary Education programme consists of (i) Theory course; (ii) Practicum; (iii) Colloquy; and (iv) Project enrichment. The theory courses include foundation courses, core courses, pedagogy courses, optional liberal courses, optional pedagogy courses as well as optional courses in school subjects. The practicum is essentially non-scholastic in nature and is related to Practical Work, Self Development, Workshops, Physical Education and School Internship, Class Room Management, Material Development and Evaluation. The colloquy and project enrichment include tutorials and the academic enrichment activities. The details about the curriculum of B.Ed. programme are given in Table 5.7.

TABLE 5.7

**SCHEME FOR 4 YEAR BACHELOR OF ELEMENTARY EDUCATION  
PROGRAMME (B.ED.)**

Area	Course
YEAR 1	
THEORY 1	F 1.1 Child Development F 1.2 Contemporary India C 1.1 Nature of Language C 1.2 Core Mathematics C 1.3 Core Natural Sciences C 1.4 Core Social Sciences
PRACTICUM	PR1.1 Performing and Fine Arts PR 1.2 Craft, Participatory Work Colloquy and Tutorials
COLLOQUY	
YEAR II	
THEORY	F 2.3 Cognition and Learning F 2.4 Language Acquisition F 2.5 Human Relations and Communication P 2.1 Language Across the Curriculum Liberal Course (Optional -I) O 2.1 English -I O 2.2 Hindi -I O 2.3 Mathematics -I

	O 2.4 Physics I O 2.5 Chemistry- I O 2.6 Biology -I O 2.7 History -I O 2.8 Political Science-I O 2.9 Geography -I O 2.10 Economics - I
PRACTICUM	PR 2.3 Observing Children PR 2.4 Self-Development Workshops PR 2.5 Physical Education Colloquy and Tutorials
COLLOQUY PROJECT	
ENRICHMENT	Academic Enrichment Activities
YEAR -III	
THEORY	F 3.6 Basic Concepts in Education F 3.7 School Planning and Managemnt P 3.2 Logico-Mathematics Education P 3.3 Pedagogy of Environmental Studies Liberal Course (Optional -II) O 3.1 English -II O 3.2 Hindi -II O 3.3 Mathematics -II O 3.4 Physics -II O 3.5 Chemistry -II O 3.6 Biology -II O 3.7 History -II O 3.8 Political Science -II O 3.9 Geography -II O 3.10 Economics -II
PRACTICUM	SC 3.1 Classroom Management SC 3.2 Material Development, Evaluation
COLLOQUY PROJECT	Colloquy and Tutorials
ENRICHMENT	Academic Enrichment Activities

<b>YEAR -IV</b> <b>THEORY</b>	<b>F 4.8 Curriculum Studies</b> <b>F 4.9 Gender and Schooling</b> <b>Optional Course</b> <b>Option A: Pedagogy</b> <b>(one of the following)</b> <b>OP 4.1 Language</b> <b>OP 4.2 Mathematics</b> <b>OP 4.3 Natural Science</b> <b>OP 4.4 Social Science</b> <b>OR</b> <b>Option B : (One of the following)</b> <b>OL 4.1 Computer Education</b> <b>OL 4.2 Special Education</b> <b>PRACTICUM : School Internship</b> <b>Colloquy and Tutorials</b> <b>Project</b> <b>Academic Enrichment Activities</b>
<b>COLLOQUY,</b> <b>PROJECT</b> <b>ENRICHMENT</b>	

Note : F: Foundation Course ; C : Core Course; P: Pedagogy Course; O: Optional Liberal Course; OP : Optional Pedagogy Course; OL : Optional Course; PR : Practicum; SC : School Contact Programme : SI : School Internship.

In the course nomenclature, the numeral immediately following letters (F,C,P etc.) denotes the Year of the programme in which the course is to be taught. The second numeral denotes the serial number in a particular course type. For instance, F2.5 signifies that Human Relations and Communication is the 5<sup>th</sup> Foundation Course to be taught in the 2<sup>nd</sup> year of the Programme of study.

The Programme offers both compulsory and optional theory courses. The optional courses comprise of liberal courses, courses in pedagogy and specialized courses in education. The student is expected to cover 19 theory courses during programme of the study.

## **Curriculum of B.Ed. Programme**

There are three universities and two affiliated colleges in the NCT of Delhi conducting B.Ed courses. Table 5.8 gives the details of courses offered by respective universities.

TABLE 5.8

**SCHEME FOR B.ED PROGRAMME OF DU, LBSRSV  
AND JMI UNIVERSITY COURSES**

<b>I. Delhi University</b>	<p><b>Core Papers:</b></p> <ul style="list-style-type: none"> <li>- Philosophy and Sociology of Education</li> <li>- Psychology of Education</li> <li>- Modern Indian Education/ School Administration/ Health and Physical Education</li> </ul> <p><b>Optional Papers:</b></p> <ul style="list-style-type: none"> <li>- Methodology of Teaching of two school subjects</li> <li>- One Optional paper out of many options:           <ul style="list-style-type: none"> <li>● School Evaluation</li> <li>● Co-curricular Education</li> <li>● Audio-Visual Education</li> <li>● Technology of Education</li> <li>● Social and Adult Education</li> <li>● History of Indian Education</li> <li>● Physical Education</li> <li>● Basic Education</li> </ul> </li> </ul> <p><b>Teaching Subject:</b></p> <ul style="list-style-type: none"> <li>- Any two subjects taught at school level</li> </ul>
<b>II. Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth</b>	<p><b>Core Paper:</b></p> <ul style="list-style-type: none"> <li>- Principles of Education</li> <li>- Educational Psychology</li> <li>- History and Problems of Education</li> <li>- Methodology of Sanskrit Teaching</li> <li>- Teaching of Modern Subject</li> <li>- School Organisation/Environmental Education/ Health Education/Population Education</li> </ul> <p><b>Optional Paper:</b> One paper from the following:</p> <ul style="list-style-type: none"> <li>- Traditional Shastra Shikshan Sahitya, Vyakaran, Jyotish, Darshan</li> </ul> <p><b>Teaching Subject:</b></p> <ul style="list-style-type: none"> <li>- Hindi, English, Social Studies, and Mathematics</li> </ul>

**III. Jamia Millia  
Islamia**

**Other Specialisation:**

- Population Education

**Core Papers:**

- Education and Society
- Educational Psychology
- Education and Modern India
- Teaching of School Subjects

**Optional Papers**

- One optional paper to be selected from the total available 16 papers concerned with various aspects of education

Teaching subjects: Any two subjects taught at school level

The pattern in all the universities regarding core papers, alternatively known as compulsory papers, is more or less uniform. The number of such papers is three (not including methodology of teaching) with Educational Psychology being common to all. There is diversification in the nomenclature. Two theory papers on the methodology of teaching school subjects are compulsory in all the institutions. A wide variety is provided in the optional paper also called as special paper or specialization. At least one paper is to be opted for by the candidates.

### **Work Experience Activities**

Work Experience is a part of teacher education curriculum. However, the activities which are included in the work experience differ significantly in teacher education institutions at pre-primary, elementary and secondary/senior secondary levels. Similarly, the choice of the work experience activities also differs from institution to institution offering education to teachers of the same level. The availability of facilities and other resources possibly determine the selection of the work experience activities. Table 5.9 gives the details of various activities available in teacher education and training institutions at different level.

TABLE 5.9  
WORK EXPERIENCE ACTIVITIES OFFERED IN TEACHER EDUCATION INSTITUTIONS

S. No.	Types of Work Experience Activities offered in the Institute	Number of Institutions				
		Pre-Primary Level No. of Institutions	Percentage of Institutions	Elementary Level No. of Institutions	Percentage of Institutions	Secondary Level No. of Institutions
1.	T.V.	4	33.3	5	100.00	2
1.	Puppet Making	2	20.00	2	33.30	Nil
2.	Clay Modelling	3	30.00	5	83.30	Nil
3.	Tie and Dye	1	10.00	2	33.30	Nil
4.	Paper Work	3	30.00	2	33.30	
5.	Toy Making	2	20.00	Nil	00.00	3
6.	Music	1	10.00	Nil	00.00	3
7.	Chalk Making	Nil	00.00	3	50.00	
8.	Candle Making	Nil	00.00	3	50.00	Nil
9.	Designing of Earthen Pots/ Lamps	Nil	00.00	2	33.30	Nil
10.	Electric Gadgets	Nil	00.00	1	16.60	1
11.	Gardening	Nil	00.00	5	83.20	2

S. No.	Types of Work Experiance Activities offered in the Institute	Number of Institutions					
		Pr-Primary Level		Elementary Level		Secondary Level	
No. of Institutions	Percentage of Institutions	No. of Institutions	Percentage of Institutions	No. of Institutions	Percentage of Institutions	No. of Institutions	Percentage of Institutions
Nil	00.00	2	33.30	Nil	00.00		
Nil	0.0	1	16.60	1	16.60		
Nil	0.0	1	16.60	2	33.30		
Nil	0.0	1	16.60	1	16.60		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	Nil	0.00		
Nil	0.0	1	16.60	2	33.30		
Nil	0.0	Nil	0.00	2	33.30		
Nil	0.0	Nil	0.00	1	16.60		
Nil	0.0	Nil	0.00	1	16.60		
Nil	0.0	Nil	0.00	1	16.60		

## Non-Scholastic Subjects

The non-scholastic subjects offered to pre-primary level teachers by the NTTI in the NCT of Delhi include Music, Drawing, Arts and Crafts, Physical Education and Computer Education. The non-scholastic subjects available in Elementary Teacher Training Institutions include Music, Drawing, Arts and Crafts and Physical Education. Similarly, the non-scholastic subjects taught in teacher education institutions for secondary level teachers include Music, Drawing, Arts and Crafts, Physical Education, Theatre in Education and Co-curricular activities.

The distribution of teachers training institutions at pre-primary, elementary and secondary levels according to various activities is summarized in Table 5.10.

TABLE 5.10

### NON-SCHOLASTIC SUBJECTS OFFERED IN TEACHER EDUCATION INSTITUTIONS

S No.	Non Scholastic Subjects offered in the Institute	Number of Institutions					
		Pre-Primary Level		Elementary Level		Secondary Level	
		No. of Institutions	Percentage	No. of Institutions	Percentage	No. of Institutions	Percentage
1.	Music	8	80.00	3	60.00	2	33.30
2.	Drawing	9	90.00	5	100.00	1	16.60
3.	Art and Craft	9	90.00	4	80.00	3	50.00
4.	Physical Education	8	80.00	5	100.00	3	50.00
5.	Theatre in Education	-	-	-	-	2	33.30
6.	Co-curricular Activities	-	-	-	-	1	16.60
7.	Computer Education	3	30.00	-	-	-	-

## Co-Curricular Activities

The teachers' training institutions offer a number of co-curricular activities. The NTTIs organise Drama and Cultural Activities (100 per cent), Games and Sports (100 per cent) and literary activities including debate competitions (80 per cent). All elementary teachers training institutions organise the co-curricular activities as shown in Table 5.11.

TABLE 5.11

### CO-CURRICULAR ACTIVITIES OFFERED IN TEACHER EDUCATION INSTITUTIONS

S.No.	Co-curricular Activities	Number of Teacher Education Institutions					
		Pre-Primary Level		Elementary Level		Secondary Level	
		No. of Institutions offering	Per cent	No. of Institutions offering	Per cent	No. of Institutions offering	Per cent
1.	Drama and Other Cultural Activities	10	10.00	5	100.00	5	83.30
2.	Sports and Games	10	10.00	5	100.00	6	100.00
3.	Debate and Other Literary activities	8	80.00	5	100.00	6	100.00
4.	Literacy Competition	-	-	5	100.00	-	-
5.	Painting and Internal Decoration	-	-	5	100.00	2	33.30
6.	National Service Scheme	-	-	-	-	1	16.60

## Curriculum Transaction Mode

The different curriculum transaction modes adopted by different teacher training institutions, besides class-room teaching, consist of : (i) Class-room Interaction; (ii) Discussion and Seminars; (iii) Audio-visual aids including films; (iv) Computers; (v) CCTV (vi) Tutorials; and (vii) Educational Tours. The percentage of teacher training institutions at pre-primary, elementary and secondary levels utilising various modes of curriculum transaction are given in Table 5.12.

TABLE 5.12  
**MODES OF CURRICULUM TRANSACTION IN TEACHER EDUCATION INSTITUTIONS**

S. No.	Modes of Curriculum Transaction in the Institutions	Pre-Primary Level		Elementary Level		Secondary Level	
		No. of Institutions offering	Per cent	No. of Institutions offering	Per cent	No. of Institutions offering	Per cent
1.	Classroom Interaction	9	90.00	4	80.00	5	83.30
2.	Discussion/Seminar	10	100.00	5	100.00	5	83.30
3.	Audio-visual aids including films	8	80.00	5	100.00	4	66.60
4.	Computers	6	60.00	3	60.00	2	33.30
5.	CCTV	3	30.00	1	20.00	1	16.60
6.	Tutorials	-	-	-	-	1	16.60
7.	Educational Tour	1	10.00	-	-	-	-

CCTV is quite low in elementary teachers' training institutions (20 per cent) and also in secondary teachers' training institutions (16.6 per cent). The other modes are utilised by higher percentage of institutions i.e. Computer (33.3-60 per cent), audio visual aids and film (66.6-100 per cent), Discussion/Seminars (83.3-100 per cent) and classroom interactions (83.3-90 per cent).

### Practice Teaching

Practice teaching is a part of education and training of teachers at pre-primary, elementary and secondary levels. Preparation of trainees for practice teaching is through various methods—Demonstration Lessons by teachers, Simulated teaching, Micro-teaching as well as combination of all the above methods. The number/percentage of institutions utilising various methods at pre-primary, elementary and secondary levels are given in Table 5.13.

TABLE 5.13

#### METHODS OF PREPARATION FOR PRACTICE TEACHING IN TEACHER EDUCATION INSTITUTIONS

S.No.	Mode of Preparation for Practice Teaching	Teacher Education Institutions					
		Pre-Primary Level		Elementary Level		Secondary Level	
		Number	Per cent	Number	Per cent	Number	Per cent
1.	Demonstration Lesson by Teachers	7 (10)	70.00	4(5)	80.00	4(6)	66.60
2.	Simulated Teaching	6(10)	60.00	4(5)	80.00	3(6)	50.00
3.	Micro Teaching	6(10)	60.00	4(5)	80.00	2(6)	33.30
4.	Combination of above	2(10)	20.00	1(5)	20.00	-	-

The data in bracket () show the total number of institutions.

Secondary level teacher training institutions utilise Demonstration Lesson Method (66.6 per cent), Simulated teaching (50 per cent) and Micro-teaching (33.3 per cent). 20 per cent each of the NTTIs and elementary teachers' training institutions utilise combination of various methods for preparing trainees for practice teaching. The types of schools available for practice teaching to pre-primary, elementary, and secondary school teacher trainees are given in Table 5.15.

TABLE 5.14  
TYPES OF INSTITUTIONS AVAILABLE FOR PRACTICE TEACHING  
TO TEACHER EDUCATION INSTITUTIONS.

S.No.	Types of Schools Available for Practice in the Institutions	Pre-Primary Level		Elementary Level		Secondary Level		Total
		Number of Institutions	Percent	Number of Institutions	Per cent Per cent	Number of Institutions	Per cent	
1.	Demonstration schools	6	60.00	1	16.60	2	33.30	9
2.	Government schools	8	80.00	5	83.30	6	100.00	19
3.	Private Schools	3	30.00	00	00	4	66.60	7
4.	Aided Schools	00	00	00	00	4	66.60	4

The NTTIs conduct their practice teaching in Demonstration Schools (60 per cent), in Government Schools (80 per cent) and a few in Private Schools (30 per cent). The DIETs conduct practice teaching in Demonstration Schools (16.6 per cent) and Government Schools (83.3 per cent).

The trainees of secondary level teacher education institutions do practice teaching predominantly in Government Schools (100 per cent), Private Schools (66.6 per cent) and Aided Schools (66.6 per cent). Only a few institutions (33.3 per cent) also send their trainees to the demonstration schools.

### **Evaluation**

The evaluation/examination is a part of training programmes of teachers at pre-primary, elementary and secondary levels. The trainees are required to fulfil minimum attendance requirement and are subjected to evaluation internally as well as externally in theory papers, practical work and teaching practice.

### **Attendance**

The minimum attendance required for different teacher education programmes is 85% each for NTT and ETE while 75% each in B.Ed. and B.El.Ed.

### **Distribution of Marks/Weightage**

The trainees in different teacher education programmes are evaluated in :

- Theory Papers
- Practical Work
- Teaching Practice

The candidates are evaluated by the internal faculty as well as by the external examiners. The distribution of marks in theory, practical and teaching practice and also their sub-division into internal and external components for pre-primary level course is given in Table 5.15.

TABLE 5.15  
SCHEME OF EXAMINATION AND DISTRIBUTION OF MARKS OF PRE-PRIMARY TEACHER EDUCATION COURSE

Y E A R	Theory				Practical				Teaching Practice					
	Inter- nal	Exter- nal	Total	Wei- ghtage in Grand Total	Inter- nal	Exter- nal	To- tal	Wei- ghtage in G. Total	Pass %	Inter- nal	Exter- nal	To- tal	Wei- ghtage in G. Total	Pass %
I yr.	50	200	250	53%	40	20	80	100	21%	50	50	75	125	26%
II yr.	40	160	200	42%	40	20	130	150	32%	50	50	75	125	26%

The minimum pass percentage in theory paper is 40 per cent and in practical work and teaching practice 50 per cent. During the first year of NTT course, the relative weightages of theory, practical and practice teaching are 53 per cent, 21 per cent and 26 per cent respectively.

Similarly, the relative weightages of theory papers, practical work and teaching practice in the grand total of marks during second year are 42 per cent, 32 per cent and 26 per cent respectively. The relative weightages of internal and external evaluation in theory, practical and teaching practice during I year NTT course are in the proportion of 20:80, 20:80 and 40:60 and during the second year course, these values are 20:80, 20:130, and 40:60 respectively. The annual examination of NTT course in theory is conducted by the SCERT. Annual examinations in practical work and teaching practice are conducted by external examiners.

The information about the scheme of evaluation/examination for Elementary Teacher Education programme is summarised in Table 5.16.

TABLE 5.16  
SCHEME OF EXAMINATION AND DISTRIBUTION OF MARKS  
FOR DIPLOMA IN ETE PROGRAMME IN DIETs

Y E A R	Theory			Practical			Teaching Practice		
	Inter- nal	Exter- nal	Total	Weight- age in Grand Total	Inter- nal	Exter- nal	Total	Weight- age in G. Total	Pass %
I yr.	100*	400	650	86.6%	40	Grades E to A			75
	60**	40	650	86.6%	40				25
	20***	30							100
II yr.	100	400	650	86.6%	40	Grades E to A			13.4%
	60	40	650	86.6%	40				75
	20	30							25
Total	360	940	1300	86.6%	40	Grades E to A			150
						Internal	External	Total	Weightage in G. Total
									Pass%

\* in Scholastic subjects

\*\* Work Experience and Art Education

\*\*\* Health and Physical Education

\*\*\*\* ETE- Elementary Teacher Education

The internal evaluation and external examination covering theory papers, practical work and teaching practice during four semesters of ETE programme spread over two academic years, constitute the training of teachers in the DIETs. The theory papers of total 1300 marks are divided into Scholastic Subjects (1000 marks), Work Experience and Art Education (200 marks) and Health and Physical Education (100 marks). The examination in teaching practice is of 200 marks. The ratio of internal and external marks in scholastic subjects is 20:80, Work Experience and Art Education 60:40 and in Health and Physical Education 40:60. The distribution of marks of teaching practice in internal and external evaluation is 75:25. In practical work the candidates are awarded grades from E to A in the decreasing order of their proficiency. The pass percentage of marks in theory is 40 per cent and in teaching practice 50 per cent.

The scheme of evaluation/examination in the B.Ed. Degree programme offered by the Jamia Millia Islamia, University of Delhi and Lal Bhadur Shastri Rashtriya Sanskrit Vidyapeeth is given in Table 5.17.

TABLE 5.17

SCHEME OF EXAMINATION AND DISTRIBUTION OF MARKS FOR B.Ed. COURSES IN VARIOUS UNIVERSITIES

In Jamia Millia Islamia the relative weightages given to theory, practical and practice teaching in the distribution of marks are 50 per cent, 25 per cent and 25 per cent respectively. The evaluation/examination is conducted by internal faculty (40 per cent) and the external examiners (60 per cent). The practical work and teaching practice are evaluated/examined totally by the internal faculty.

In Delhi University, 500 marks allocated to theory papers, 200 marks to practicals and alphabetical representing different levels of proficiency are given in teaching practice. The internal evaluation in theory and practical is 26 per cent and 100 per cent respectively. The practice teaching is totally evaluated internally.

In the LBSRSV the relative weightages assigned to theory, practicals and teaching practice are 50 per cent, 33 per cent and 17 per cent respectively. The evaluation is totally by the internal faculty.

### **Research and Innovations**

The involvement of teacher educators in research and innovations enriches the environment in teacher education institutions. Research and innovation in teacher education could be considered in the following parts :

- Carrying out/conducting research studies.
- Dissemination of informations related to the outcomes of research studies.
- Implementation/utilization of the results of research studies for improving teacher education in terms of productivity and quality.

The involvement of faculty members in research, to a large extent, is determined by their knowledge, skill, interest and motivation. Table 5.18 gives an indication about the institutions in which some of their faculty members are engaged in research studies in teacher education.

TABLE 5.18

## SCHEME OF EXAMINATION AND DISTRIBUTION OF MARKS FOR FOUR YEAR B.EL.ED. PROGRAMME

Year	Theory		Practical and Teaching Practice		Colloquy		Academic Enrichment	
	Internal	External	Internal	External	Internal	External	Internal	External
I Year	120	280	400	72%	50	100	00	100%
II Year	105	245	350	63%	50	150	00	27%
III Year	105	245	350	63%	50	150	00	27%
IV Year	45	105	150	27%	50	250	00	45%
Total	375	875	1250	57%	50	650	-	29%
					50	200	-	9%
					50	200	-	50%
					50	200	-	100%
					50	200	-	50%
					50	200	-	50%

30 percent of NTTIs faculty members are engaged in research. The faculty members in DIETs, SCERT, IASEs and University Department and colleges are also engaged in research studies as per individual convenience. The mechanisms such as the identification of thrust areas, financial support in priority areas, incentives for research work and other related facilities are considered inadequate by the faculty members in teacher education institutions. However the following research studies/work carried out in NCT of Delhi are worth mentioning:

**TABLE 5.19**  
**INVOLVEMENT OF TEACHER EDUCATION INSTITUTIONS IN**  
**RESEARCH AND INNOVATIONS**

Level	Number of Institutions Responded	Number of Institutions Involved	Per cent of Institutions Involved
Pre-Primary	10	3	30.0
Elementary	6	5	83.3
Secondary	6	4	66.6
Total	22	12	54.54

#### SCERT/DIETs

- Implementation of Minimum Levels of Learning in 100 schools of MCD, NDMC and Directorate of Education through the participation of DIETs. The work included development of Teacher's Handbook on MLL for classes I-V, training of teachers of MLL projects and preparation of evaluation tools.
- Design and organisation of orientation programme for all the resource persons under the centrally sponsored scheme of special orientation programme for primary school teachers (SOPT). The SCERT, Delhi organised orientation programme for Key Resource Persons of nine States.

- Design and organization of orientation programme for Resource Persons and Master Trainers for the Total Literacy campaign. A video programme for motivating Master Trainers was specially produced by the Council.
- Establishment of Computer Resource Centre in the Council under the Computer Literacy and Studies in Schools (CLASS) Project of MHRD/ NCERT.
- Annual organisation of paper writing competition for teachers working in Delhi schools based on innovations, experimentation or project work undertaken by them. The awards are given to authors of selected papers.
- Completion of a follow-up study on the passed out ETE trainees from DIETs and integration of results in the restructured curriculum, specially the introduction of paper on English Language, Educational Technology, School Organisation, etc..
- All the DIETs have identified their Lab-Areas to conduct action research following this approach.

### **IASEs and Education Departments in Delhi University and Jamia Millia Islamia**

The faculty members in the IASEs and the Education Departments of Delhi University and Jamia Millia Islamia undertake research in the areas related to teacher education. The selection of specific field of study depends on the interest of individual faculty member.

MACESE, Delhi University has completed the studies related to first phase of school intervention (1994-96) and have published the report entitled "Socio-psychological school intervention- A curriculum for thinking". Their Lok Shala project is under implementation in Jahangirpuri (Delhi) and Timarni (MP). Other research projects undertaken in DU are related to solving of school problems through Action Research, development of instructional games in different school subjects and development of Games for Teaching concepts in Economics at senior secondary level.

The projects completed/under execution at Jamia Millia Islamia relate to education of children of slums, application of visual aids in teaching of English, needs and problems of teachers teaching integrated science at secondary level, availability of educational resources in science in Delhi, achievement level of Urdu language students, status and educational aspirations of adolescent girls, evaluation of INSET programme etc.

The dissemination of results of research studies undertaken in teacher education institutions is inadequate. A formal arrangement for the dissemination of information is not visible as all the studies do not appear in print media and all the institutions do not have proper libraries subscribing/receiving the concerned published materials/journals. The sharing of information has considerable scope for improvement in this regard.

The mechanisms of evaluation for implementation of the results of research are also required to be created by involving concerned organisations for obtaining the benefits of research and innovations. The areas of research and innovations require the attention of planners, administrators and teacher educators for improvement in execution of research projects, dissemination of information as well as towards the implementation of the results of research so as to support and promote innovations on a continuing basis.

There is also need for wider dissemination of researches completed/under way by various institutions. This could be done by bringing out a news letter/journal in which major research projects finalised by various organisations/institutes may be published.



## Chapter 6

# *In-service Teacher Education*

### **Need**

In a world characterised by rapid advances and changes in knowledge, technology and management, the teachers like other professionals are required to be abreast of the latest developments in the content and pedagogy of their subjects in order to remain competitive, productive and relevant. In fact, the question of relevance, quality and accessibility of education is directly related to the teacher, the quality of preparation as well as maintenance as a professional. In this context, the continued, life long learning by teachers assumes significance. The teaching and learning remain a pleasing experience as long as the teacher continues to learn.

The National Policy on Education, NPE, (1986,1992) observe "Teacher Education is a continuous process and its pre-service and in-service components are inseparable". The pre-service and in-service programmes form a continuum of learning of teachers. While pre-service education is preparatory, the school experiences and the in-service education contributes to mature professional growth. The need for in-service education of teachers lies in the changes in educational structure, curriculum, transactional techniques, evaluation system, management processes and the teachers' desire for refreshing and updating

their knowledge. The professional survival and growth of teachers, at least in part, is related to the coverage, quality, content and delivery of in-service training programmes.

### **Institutions Offering In-service Education to Teachers**

In the NCT of Delhi, the in-service training programmes to various categories of teachers are offered by several organisations as summarised in Table 6.1:

**TABLE 6.1**

#### **INSTITUTIONS OFFERING IN-SERVICE EDUCATION TO VARIOUS CATEGORIES OF TEACHERS**

<b>S.No.</b>	<b>Category of Teachers</b>	<b>Institutions</b>
1.	Nursery Level	DIETs; Education Department of MCD; IASE of JMI.
2.	Primary Level	DIETs, Education Departments of MCD and NDMC
3.	Secondary and Senior Secondary Level	SCERT, NDMC; IASEs of JMI and Delhi University and the Directorate of Education
4.	Educational Functionaries	State Council of Educational Research and Training (SCERT)

### **Planning of in-service education programme**

The whole process of in-service training is carried out in a systematic manner and its various stages comprise identification of training needs, preparation of training design, identification of resource persons, preparation of training material, transaction of training and its evaluation.

The major objectives of teachers education programme are :

- Enabling the participants to understand the assumptions underlying existing curricula and syllabi.
- Helping the teachers to develop necessary skills for effective transaction of curriculum.
- Sensitising the participants about their role and functions

particularly in the context of new educational developments.

- Familiarising the participants with the latest developments in educational technology and techniques of pupil evaluation.
- Sharing experiences and ideas with the participants in order to obtain necessary feed back for further improvement in the educational system.
- Familiarisation with the planning and administration related subjects in respect of school/educational set up.

After finalising the number of programmes and their duration, a two day workshop is conducted to develop course designs. The course designs are developed with consideration of teachers' needs so that the programmes are meaningful and useful for them.

A variety of training strategies such as group discussions, panel discussions, activity methods, demonstrations, experimentation, film shows, field trips and surveys are adopted to impart training to teachers. A balance of these mechanisms is maintained in the organization of the programmes.

After each programme an evaluation proforma is given to the participants to ascertain their reactions and observations which are utilised for improving the future programmes. A test is also administered to the participants after each programme to evaluate their understanding of the contents of training. However, this is optional at present.

The curriculum of in-service programme comprise two broad components covering general and subject specific areas. The general area in education include National Policy on Education, priorities in educational development, teachers' role in the development and implementation of curriculum, promotion of creativity through education, interactive style of teaching and learning, value education and action research in education. In the total programme, about 15 per cent weightage in terms of time allocation is given to the general education

while the remaining 85 per cent is assigned to the subject-specific contents. The subject specific content in different subject areas is developed keeping in view the demands of the new syllabi and recent developments in the content and pedagogy of various disciplines. The major objective of all the programmes is to enable the teachers to make use of interactive style of teaching, leading to development of students' creativity. Reading materials in the form of modules on various topics, included in the course design, are supplied to the participants. A number of video films are also shown to the participants.

Each programme has its own focus. For example, programmes in Work Experience and Educational Technology aims at skill development. More weightage is therefore, given to practical work in comparison to theory. In the programmes for heads of schools, emphasis is given on the topics of practical interest to them which include institutional planning and evaluation, grievance redressal, conflict management, organisational behaviour, disciplinary action, staff welfare and various activities related to day-to-day functioning of schools.

### In-service Teacher Education Programmes

The in service training programmes for various categories of teachers which have been developed and conducted by the training institutions are as under :

S.No.	In-service Training Course	Duration
A.	<b>NURSERY TEACHERS</b>	
1.	Orientation Programme for Nursery Teachers in Content and Methodology	3 Weeks
B.	<b>PRIMARY TEACHERS</b>	
1.	Orientation Programme for Primary Teachers in Content and Methodology	3 Weeks
2.	Orientation Programme for Heads of Primary Schools in Educational Planning and Management	3 Weeks
3.	Special Orientation Programme for Primary Teachers	7 Days

4.	Training Programme for Primary Teachers under MLL Scheme	10 Days
5.	Thematic Programme for Primary Teachers in Educational Technology, Work Experience and Art Education Areas	1 Week
6.	Orientation Programme for Primary Teachers in Moral Education, Aids Education	3 Days
<b>SECONDARY/SR.SECONDARY TEACHERS</b>		
1.	Orientation Programme for Trained Graduate Teachers (TGTs) all the school subjects	3 Weeks
2.	Orientation Programme for Post Graduate Teachers (PGTs) in English Hindi, Physics, Chemistry, Economics, Business Studies, Home Science, Sanskrit, Mathematics, History, Geography, Music, Engineering Drawing etc.	3 Weeks
3.	Training Programme for Heads of Schools in Educational Planning and Management	2 Weeks
4.	Training Programme for Education officers in Educational Supervision	1 Week
5.	Thematic Programmes : <ul style="list-style-type: none"> <li>● Office management for school Heads</li> <li>● Gardening</li> <li>● Value Education for School Heads and Teachers</li> <li>● Action Research</li> <li>● Art Education for school Heads</li> <li>● Computer Education</li> <li>● Low cost Teaching Aids</li> <li>● Aids Education</li> <li>● Institutional Planning for Schools Heads</li> </ul>	1 Week 2 Weeks 3 Days 3 days 3 Days 2 Weeks 2 Weeks 3 Days 1 Week
6.	Training Programme for Librarians	3 Weeks
7	Training Programme for Laboratory Assistants	3 Weeks
8	Training Programme for Teachers and Teacher Educators in Script writing and Presentation Techniques	3 Weeks

### In-service teacher education programmes conducted up to 1995-96

In-service education of teachers received impetus after the adoption of NPE and POA (1986,1992). The major institutions which have contributed to in-service education of teachers are SCERT, five DIETs, and two IASEs. The centres established by the NDMC, MCD and the Directorate of Education have also organised certain training programmes to meet their specific requirements.

#### State Council of Educational Research and Training

The SCERT has taken an annual target of training 5000 teachers through the programmes of generally three weeks duration. The trainees include TGTs, PGTs, and other functionaries of school education. The programmes of lesser duration are also organised based on specific requirements of teachers in certain subject areas. Table 6.2 and figures 6.1 and 6.2 give details about the number of teachers trained by the SCERT from inception to the year 1996-97.

TABLE 6.2

#### SUMMARY OF IN-SERVICE TRAINING PROGRAMMES ORGANISED BY THE SCERT FROM INCEPTION TO 1996-97

Year	No. Of TGTs + PGTs Trained	Duration of Programmes	No. of School Administrator Trained	Duration of Pro- grammes
1988-91	7973	10-15 days	370	10 days
1991-92	5796	10-15 days	94	15 days
1992-93	7737	10-18 days	159	10 days
1993-94	5347	10-18 days	124	10 days
1994-95	6435	10-18 days	133	10 days
1995-96	3666	10-18 days	122	10 days
1996-97	3272	10-18 days	234	10 days

**Number of Teachers and School Administrators Trained  
during 1988-1997 by SCERT**

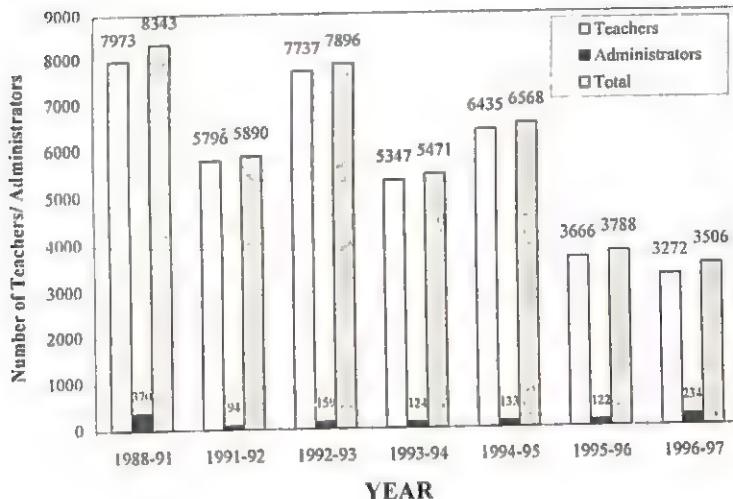


Figure 6.1

**Cumulative Number of Teachers & School Administrators  
Trained by SCERT Upto 1997**

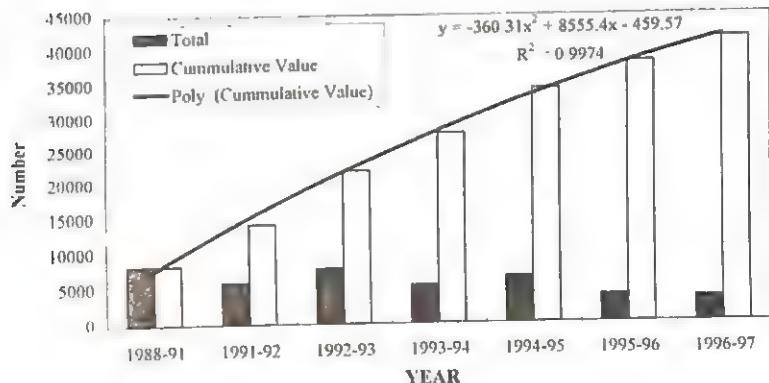


Figure 6.2

During the initial period 1988-91, the annual target of training 5000 teachers could not be met. During 1991-92 to 1994-95 the performance exceeded the target. However, during 1995-96 and 1996-97 there is significant shortfall in meeting the target.

### District Institutes of Education and Training (DIETs)

The DIETs have been training teachers at nursery and primary levels. The functionaries of education at these levels are also included in these training programmes. Each DIET has annual target of training 600 teachers. A summary of training programmes conducted by DIETs is given in Table 6.3.

Number of Primary Teachers Trained By DIETs upto 1995-96

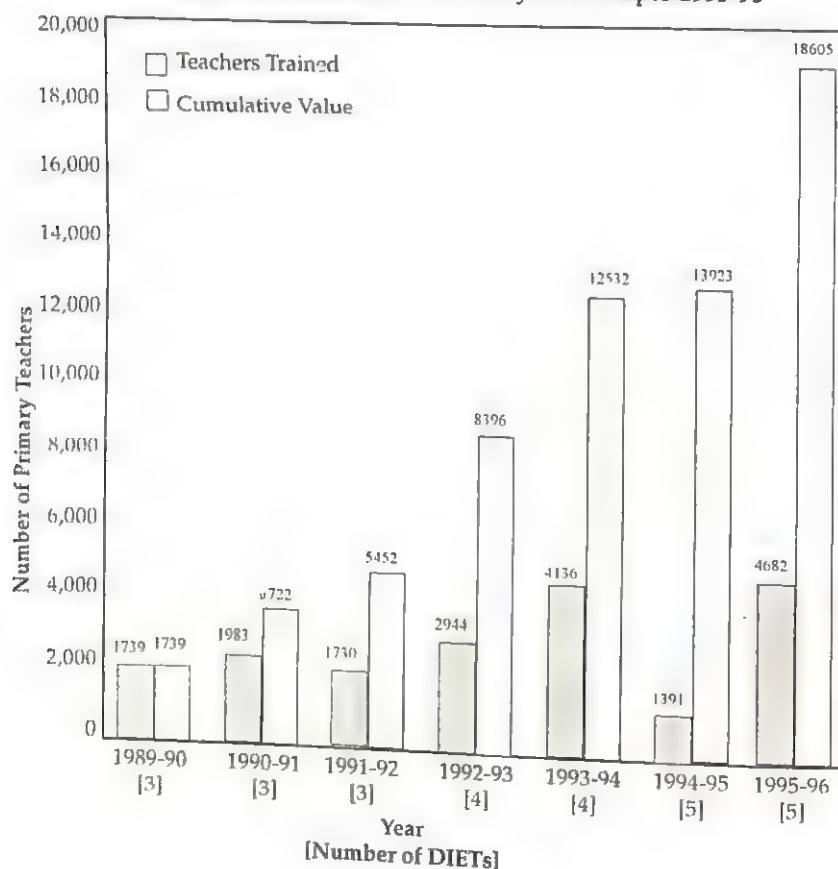


Figure 6.3

TABLE 6.3  
IN-SERVICE TRAINING PROGRAMMES CONDUCTED BY DIETS FOR NURSERY/PRIMARY TEACHERS  
DURING 1989-90 TO 1995-96

Year	No. of DIET	Teachers Trained						Total
		Thematic Programme			Long Term Programme			
No. of teachers	No. of programmes	Main- days	No. of teachers	No. of programmes	Main- days	No. of teachers	No. of programmes	Main- days
1989-90	2	289	6	2223	1450	29	15950	1739
1990-91	3	658	14	1826	1325	27	15933	1983
1991-92	3	362	8	1368	1102	23	17601	1730
1992-93	4	2177	44	12196	767	16	13122	2944
1993-94	4	2508	51	14353	1628	33	24532	4136
1994-95	5	356	8	2336	1035	21	10683	1391
1995-96	5	2832	70	14160	1850	42	27750	4682

Institutes of Advanced Studies in Education (IASEs)

In-service training programmes conducted by IASEs University of Delhi and Jamia Millia Islamia are given in Table 6.4.

TABLE 6.4

**SUMMARY OF IN-SERVICE TRAINING PROGRAMMES ORGANISED BY IASES JMI AND DELHI UNIVERSITY  
FROM 1989-90 TO 1994-95**

Year	No. of IASI	Teachers Trained						Total
		Thematic Programme			Long Term Programme			
No. of teachers	No. of Programmes	Man- days	No. of teachers	No. of Programmes	Man days	No. of teachers	No. of Programmes	Man days
1989-90	1	-	-	50	2	354	50	2
1990-91	1	-	-	-	-	-	-	-
1991-92	2	134	4	614	174	5	1419	308
1992-93	2	70	2	315	345	8	3906	415
1993-94	2	297	8	1178	451	10	5568	748
1994-95	2	276	8	1019	322	7	3940	598

### **Programmes Organised in collaboration with the NCERT**

The following training programmes were organised by the SCERT in collaboration with the NCERT :

- Training programme of 5 days duration in computer literacy for students of class IX-XII at three occasions during 1991-92
- Eighteen day training programme for 16 teachers of the CLASS project schools of Directorate of Education, Delhi 1991-92.
- One day orientation of the NDMC work experience teachers in 1991-92 for their familiarization with computer.

### **Evaluation and follow-up**

All the training programmes organised at the SCERT, DIETs and IASEs are evaluated on their conclusion through the feedback of the participants covering training material, quality of lectures, use of audio-visual aids, duration and overall organisation of the programmes. This information is utilized for the improvement of concerned courses when they are subsequently organised. A detailed in-house pilot follow-up study of the in-service training programmes was carried out during 1994 by the SCERT with the following objectives:

- to ascertain the perception of teachers about the usefulness of training imparted to teachers;
- to identify strategies to enhance the effectiveness of the programme; and
- to ascertain the extent to which training benefits are transferred to the schools.

In this study responses were obtained from 65 TGTs, 7 PGTs and 8 Principals out of about 1280 teachers trained during the year representing a sample size of 6.25 per cent. These responses were on five point scale. The findings of the study are :

### —Programme Receptivity

All the participants found the training programmes either very suitable or suitable suggesting that the programmes organised by SCERT are well taken by participants.

### —Contents

The participants reported that they attained sufficient improvement in their knowledge after attending the programmes.

### Overall Impression

97 per cent of the trainees expressed their desire to attend in-service training programme again within 2 to 3 years' time, showing the suitability and usefulness of the programmes to the teachers.

### Problems and Issues

The data of in-service training programmes in respect of the SCERT, DIETs and the LASEs show that these organisations are unable to meet their assigned targets. A number of problems and issues related to organisation of in-service training programmes have emerged during discussion with the faculty members, teachers and officials concerned with these programmes, which are summarised below :

#### Training Needs

The training programmes developed by various institutions are based on their in-house efforts. Involvement of the user departments namely education department of MCD, NDMC and Directorate of Education is either meagre or it is not there. During the inception period, officials of the user departments were selectively associated but in subsequent stages of revision of the earlier courses and formulation of new courses, the participation

has been declining. A formal structure consisting of representatives of training institutions, user departments, target trainees, advisory institutions like NIEPA, NCERT is required to be created. Similarly procedural details for introducing a new course and/or affecting modification in old course incorporating various steps like formulation, evaluation, review and acceptance of proposals are also required to be evolved. A periodic review and updation of courses will be necessary to take care of the changing needs and requirements of training.

### **Training Targets**

During the inception stage, ambitious training targets were given to the institutions in view of huge backlog. These institutions, since their inception, have strived to train as many teachers as possible. Experience of these institutions has shown that a number of factors affect the enrolment of teachers to various programmes which include number of untrained teachers in subject areas, the scheduling of the programmes and various auxiliary assignments given to the teachers from time to time. Involvement of teachers in programmes related to various surveys, election work and national programmes like Polio Eradication etc. have significantly affected the attendance of teachers in the training programmes leading to rescheduling or cancellation of programmes. Systematic data base is required to be created in respect of teachers and subject areas including frequency of refresher courses to formulate training targets of the institutions. A micro level study may be necessary to evolve mechanism for arriving at the training targets to be assigned to a specific institution.

### **Standardisation of courses**

The courses being offered by different institutions are required to be standardised in terms of coverage, study materials, duration and evaluation. The institution offering the courses should be encouraged to interact and gain through mutual

experiences. The problems of availability of suitable resource persons is also required to be tackled concurrently.

### **Incentives to teachers**

The upgradation of competencies through in-service programmes is not linked with career progression of the teachers. Suitable incentives may be required to be given to the teachers to encourage them to undergo in-service training programme with seriousness. The provision of promotion/additional increment, based on merit, prepared on the basis of their competencies attained through in-service training programmes, may be useful in this regard. Adequate weightage of training programmes attended by the teachers for career progression shall bring desired improvements and consolidation of in-service training programmes.

### **Input of Research**

Systematic follow up studies of training programmes in terms of benefits to the trainees and their organisations are necessary for achieving increased relevance of the programmes. Similarly, the results of findings of various studies relevant to education, schools and teachers should be compiled and shared with the teachers during the training programmes. These inputs will go a long way in motivating teachers and increasing the overall impact of training programmes.

### **Receipt of Grants**

The administrative and procedural delays in timely availability of grant has been reported to be a hindrance and demotivating factor in the organisation of training programmes. The problem needs attention and improvement.



## Chapter 7

# *Future Perspective in Teacher Education*

### **Expansion of School Education**

The expansion of school education in the NCT of Delhi is characterised by the following important features:

1. The population of Delhi has been increasing by about 55 per cent per decade since 1951. Delhi in 1951 had 17 Lakhs of people, which increased to 27 Lakhs in 1961, 41 Lakhs in 1971, 62 Lakhs in 1981 and 99 Lakhs in 1991. The estimated population of Delhi in 1997 is about 115 Lakhs which is likely to increase to about 132 Lakhs in the year 2001. The total number of children in the age group of 5-9 years in 1961, which was 3.78 Lakhs (2.00 Lakhs male and 1.78 Lakhs female), increased to 10.31 Lakhs (5.51 Lakhs male and 4.80 Lakhs female). This figure is estimated to be 2.21 Lakhs in 1996 and 14.39 Lakhs by 2001. The population in the age group of 10-14 years increased from 3.02 Lakhs (1.63 Lakhs male and 1.39 Lakhs female) in 1961 to 10 Lakhs (5.45 Lakhs male and 4.55 Lakhs female) in 1991. The population in this age group in 1996 and 2001 is estimated to be 11.9 Lakhs and 14.20 Lakhs respectively.

Similarly, the population of children of age group of 15-19 years was 2.41 Lakhs (1.36 Lakhs male and 1.05 Lakhs female) in 1961, which increased to 10.50 Lakhs (5.65 Lakhs male and 4.85 Lakhs female) in 1991. The estimated population in this age group in 1996 and 2001 is 11.95 Lakhs and 14.95 Lakhs respectively.

2. The literacy rate in the NCT of Delhi increased from 38.3 per cent in 1951 to 76.09 per cent in 1991.
3. The total enrolment of students at primary, middle and senior secondary level in 1971 was 3.77 Lakhs, 97.4 Thousand and 3.51 Lakhs respectively. The corresponding figures for the year 1994 were 7.76 Lakhs, 1.41 Lakhs and 9.69 Lakhs respectively. During 1971-1994, the enrolment of girls at primary level remained at about 46 per cent of total enrolment while their enrolment at middle level declined from 45.6 per cent to about 42 per cent. The enrolment of girls during this period increased from about 42 per cent to more than 45 per cent of the total enrolment at secondary and senior secondary levels. The estimated enrolment figures for the year 1997 at pre-primary, primary, middle and secondary/senior secondary level are 8.14 Lakhs, 8.10 Lakhs 1.44 Lakhs and 12.01 Lakhs respectively.
4. The total number of schools in Delhi during 1950-51 was 673 (primary 530, middle 74, secondary/senior secondary 69) which increased to 4875 (pre-primary 760, primary 2238, secondary 559 and senior secondary 1318) in 1995-96.
5. The total number of teachers in 1970-71 was 32616 (primary 11890, middle 4554, and secondary/senior secondary 16172) which increased to 72007 (primary 19234, middle 6778 and secondary/senior secondary 45995) in 1993-94. The relative proportion of female teachers has progressively increased and is about 66 per cent of the total teachers strength in the NCT of Delhi.

6. The pre-service training of teachers received impetus following the implementation of NPE and POA (1986,1992) especially at pre-primary and primary level. The number of teacher training institutions at pre-primary and primary level increased from five in 1985 to seventeen in 1996. The total intake of trainees at pre-primary and primary level increased from 410 to 1205 during this period. Similarly the training facilities for middle, secondary and senior secondary also witnessed growth.
7. The establishment of State Council of Educational Research and Training (SCERT) and five DIETs also contributed considerably towards pre-service and in-service education of teachers. Likewise, IASEs in Delhi University and Jamia Millia Islamia significantly contributed towards the quality of teacher education, teachers and teacher educators.
8. The net enrolment ratio at primary level increased from 70 per cent in 1970-71 to 74 per cent in 1990-91. So also, the combined net enrolment ratio at middle, secondary and senior secondary levels increased from 47 per cent in 1970-71 to 58.6 per cent in 1990-91.

The pattern of growth of school education in the NCT of Delhi has been studied and the educational data has been extrapolated upto the year 2001 in order to understand the issues related to augmentation of resources for the future growth of school education with emphasis on education of teachers.

### **Growth in Student Enrolment**

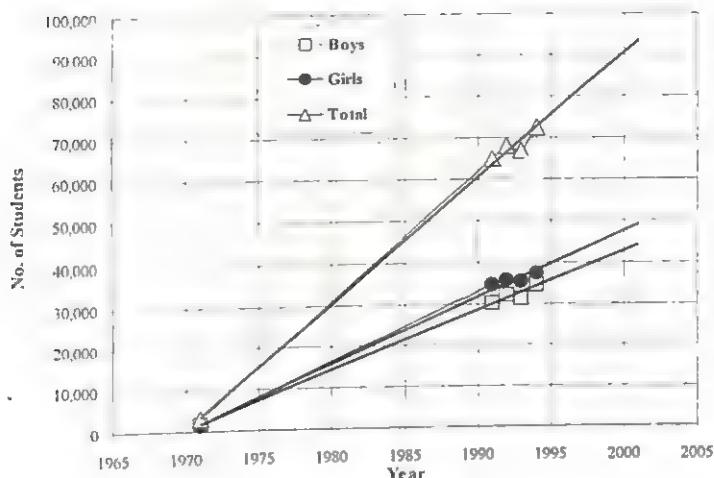
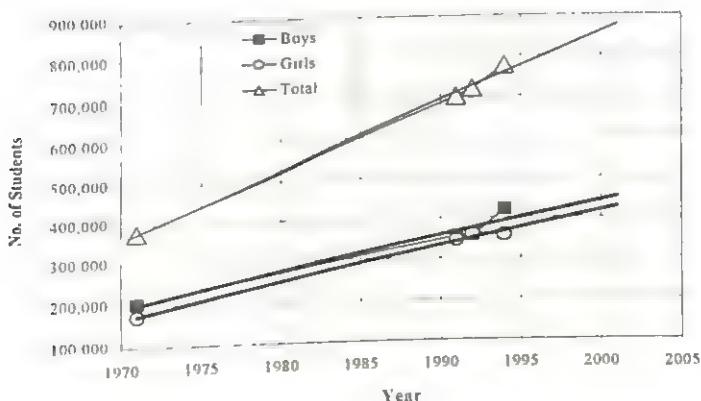
The enrolment of students at pre-primary, primary, middle, secondary and senior secondary levels for the year 1970-71, 1990-91, 1991-92, 1992-93, 1993-94 is given in Table 7.1.

TABLE 7.1

## ENROLMENT OF STUDENTS AT PRE-PRIMARY, PRIMARY MIDDLE AND HIGHER SECONDARY LEVELS IN NCT OF DELHI

S. No.	Years→ Level ↓	1970-71	1990-91	1991-92	1992-93	1993-94	1994-95
1.	<b>Pre-Primary Level</b>						
	Boys	1605	30186	32297	31417	34810	35724
	Girls	1461	34710	35676	35436	37519	39771
	<b>Total</b>	<b>3066</b>	<b>64896</b>	<b>67973</b>	<b>66853</b>	<b>72329</b>	<b>75415</b>
2.	<b>Primary Level</b>						
	Boys	203516	354352	357679	364417	419519	400498
	Girls	173654	344891	360247	361950	356811	375958
	<b>Total</b>	<b>377170</b>	<b>699243</b>	<b>717 26</b>	<b>726369</b>	<b>776330</b>	<b>776456</b>
3.	<b>Middle Level</b>						
	Boys	53006	77763	81495	84321	80428	84232
	Girls	44464	51396	53835	138646	60123	56340
	<b>Total</b>	<b>97470</b>	<b>129159</b>	<b>135330</b>	<b>54325</b>	<b>140551</b>	<b>140572</b>
4.	<b>Sec./Sr. Secondary</b>						
	Boys	203847	574509	595712	628497	529700	623423
	Girls	147417	479891	500782	492135	439380	514074
	<b>Total</b>	<b>351264</b>	<b>1054400</b>	<b>1096494</b>	<b>1120632</b>	<b>969080</b>	<b>1137497</b>

This data has been used to study the trend of growth in enrolment upto the year 2001. The available data has been subjected to linear regression and the values of slope and intercept have been found out which in turn have been used to calculate the projected enrolment data for the years 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-2001. Figures 7.1 to 7.4 represent the regression of enrolment data at pre-primary, primary, middle and senior secondary levels respectively. The regression analysis has been preferred on the data pertaining to girl students and boy students at different levels.

**Enrolment Pattern of Students in Pre-Primary Schools in NCT of Delhi****Figure 7.1****Enrolment Pattern of Students in Primary Schools in NCT of Delhi****Figure 7.2**

### Enrolment Pattern of Students in Middle Schools in NCT of Delhi

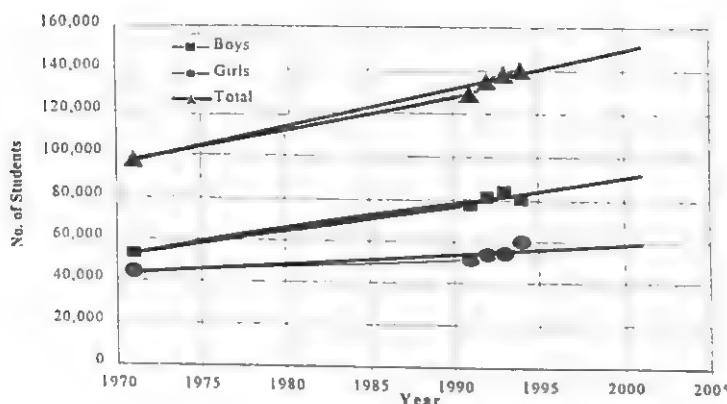


Figure 7.3

### Enrolment of Pattern of Students in Senior Secondary Schools in NCT of Delhi

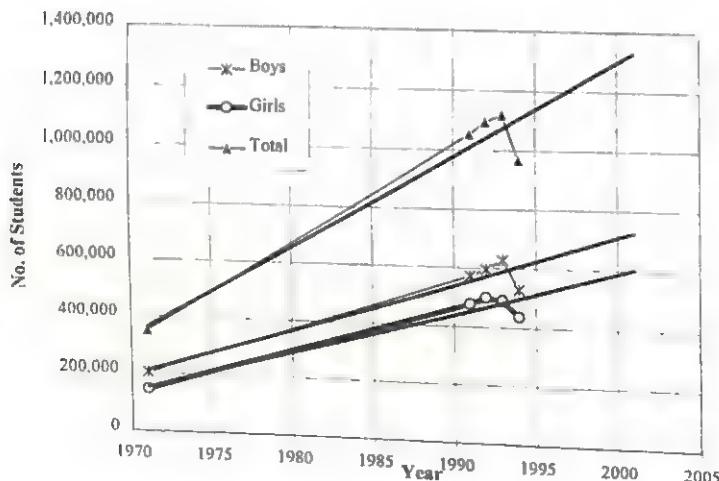


Figure 7.4

Table 7.2 gives the projected enrolment data for the year 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-2001 at pre-primary, primary, middle and senior secondary levels. It may be noted that the total number of students at pre-primary and primary level would be about 19.7 Lakhs and at middle and senior secondary level it would be about 14.8 Lakhs.

TABLE 7.2

**PROJECTED/ESTIMATED ENROLMENT DATA OF STUDENTS AT  
VARIOUS LEVELS DURING 1996-97 TO 2000-2001**

S. No.	Years→ Level ↓	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	<b>Pre-Primary Level</b>					
	Boys	42947	44536	46124	47713	49301
	Girls	38564	39985	41405	42825	44246
	<b>Total</b>	<b>81432</b>	<b>84441</b>	<b>87449</b>	<b>90458</b>	<b>93467</b>
2.	<b>Primary Level</b>					
	Boys	392721	401103	409484	417866	426247
	Girls	417181	425522	433864	442205	450547
	<b>Total</b>	<b>809902</b>	<b>826625</b>	<b>843348</b>	<b>860071</b>	<b>876794</b>
3.	<b>Middle Level</b>					
	Boys	57371	57886	58402	58917	59432
	Girls	86830	88129	89429	90728	92027
	<b>Total</b>	<b>144201</b>	<b>146016</b>	<b>147830</b>	<b>149645</b>	<b>151459</b>
4.	<b>Sec./Sr. Secondary</b>					
	Boys	544070	559070	574069	589068	604068
	Girls	657869	675092	692315	709538	726761
	<b>Total</b>	<b>1201939</b>	<b>1234162</b>	<b>1266384</b>	<b>1298606</b>	<b>1330829</b>

### Growth of Schools

Information about growth in the number of schools at primary, middle and senior secondary levels for the period 1973-

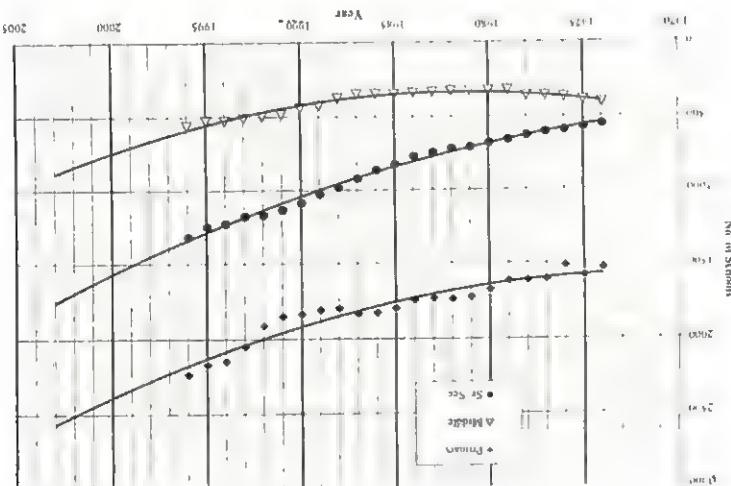
No.	Years →	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
1.	Primary Level	2240	2281	2335	2391	2449	2449	2449
2.	Middle Level	677	716	756	799	799	844	844
3.	Sec/Sr. Secondary Level	1494	1550	1609	1669	1669	1731	1731

PROJECTED/ESTIMATED NUMBER OF SCHOOLS AT VARIOUS LEVELS DURING 1996-97 TO 2000-2001

TABLE 7.4

The data have been extrapolated to obtain number of schools at various levels upto the year 2001. The projected number of schools at different levels for the years 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-2001 are summarised in Table 7.4 which indicates that additional number of schools to be opened up at primary, middle and secondary/senior secondary level are 211,285 and 413 respectively for meeting the educational requirement at the current level of enrolment during 2000-01.

Figure 7.5



Growth Pattern in Number of Primary, Middle and Senior Secondary Schools in NCT of Delhi

S.No.	Level ←	Year ↑	Primary	Middle	Sec./Sr.	Secondary
1.	1973-74	1533	411	553	574	594
2.	1974-75	1582	395	553	604	626
3.	1975-76	1517	373	594	654	678
4.	1976-77	1610	362	604	654	678
5.	1977-78	1614	361	626	654	678
6.	1978-79	1620	322	702	726	742
7.	1979-80	1677	327	715	1738	1797
8.	1980-81	1677	336	715	1731	1797
9.	1981-82	1738	343	769	1743	1827
10.	1982-83	1731	347	863	1797	1832
11.	1983-84	1743	351	921	1797	1837
12.	1984-85	1743	351	921	1797	1837
13.	1985-86	1797	347	981	1797	1837
14.	1986-87	1827	351	981	1797	1837
15.	1987-88	1832	351	981	1797	1837
16.	1988-89	1807	427	1024	1807	1837
17.	1989-90	1841	441	1084	1990-91	1850
18.	1990-91	441	485	1130	1991-92	1911
19.	1991-92	497	485	1165	1992-93	2049
20.	1992-93	511	497	1172	1993-94	2148
21.	1993-94	525	525	1223	1994-95	2170
22.	1994-95	525	525	1245	1995-96	2238
23.	1995-96	559	559	1318		

**GROWTH IN THE NUMBER OF SCHOOLS AT  
VARIOUS LEVELS IN NCT OF DELHI**

TABLE 7.3

74 to 1995-96 is summarised in Table 7.3 and has been subjected to regression analysis to study the pattern of growth of schools at different levels as depicted in Figure 7.5.

### Growth in Number of Teachers

Actual strength of teachers at primary, middle and secondary and senior secondary levels in NCT of Delhi for the period 1970-71 to 1995-96 is given in Table 7.5.

TABLE 7.5

**NUMBER OF TEACHERS AT VARIOUS LEVELS IN NCT OF DELHI  
DURING 1970-71 TO 1995-96**

S.No.	Level→ Year ↓	Primary	Middle	Sec./Sr. Secondary
1.	1970-71	11890	4554	16172
2.	1990-91	18728	4604	39338
3.	1991-92	18925	4934	41983
4.	1992-93	19014	5180	44203
5.	1993-94	19234	6778	45995
6.	1994-95	19796	6781	47005
7.	1995-96	20096	6855	49148

During this period, the number of teachers at primary level increased by about 70 per cent and about 50 per cent at middle level. There has been more than 200 per cent increase in the number of teachers at secondary/senior secondary level from 1970-71 to 1995-96. The data pertaining to the number of teachers at primary level follows linear trend as shown in Figure 7.6.

Number of Primary School Teachers in NCT of Delhi

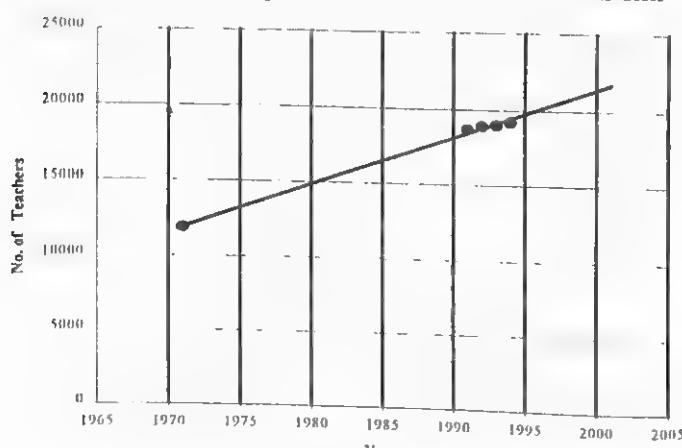


Figure 7.6

On this basis the number of primary school teachers for the period 1996-97 to 2000-2001 have been estimated and are given in Table 7.6.

TABLE 7.6

**PROJECTED/ESTIMATED NUMBER OF TEACHERS  
AT VARIOUS LEVELS**

(FOR THE PERIOD 1996-97 TO 2000-2001)

S. No.	Years→ Level ↓	1996-97	1997-98	1998-99	1999- 2000	2000- 2001
1.	Primary Level	20427	20755	21082	21409	21736
2.	Middle Level	6956	7044	7131	7219	7306
3.	Sec/Sr. Secondary Level	51091	53219	55402	57642	59938

The data pertaining to middle school teachers does not follow a specific trend and, therefore, the projected requirement of teachers at middle level has been calculated from the teacher pupil ratio method maintaining the current pupil teacher ratio of about 21.

The regression analysis of the growth of the number of teachers at secondary/senior secondary level is indicated in Figure 7.7.

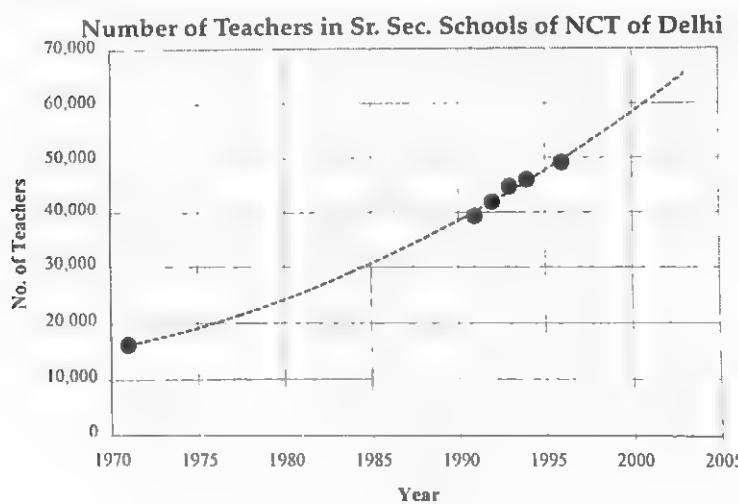


Figure 7.7

## **Teacher Educators and Teacher Education Institutions**

The requirements of teacher educators and teacher education institutions has been calculated on the basis of year-wise requirement of new teachers due to increase in the number of students/schools and replacement of teachers due to their retirement and other related reasons.

### **Primary Level**

The requirement of teacher educators and teacher education institutions could be estimated:

**Scenario I:** On the basis of the current trend of growth of enrolment, number of schools and number of teachers

**Scenario II:** On the basis of compulsory primary education to all the children

#### **Scenario I:**

Data pertaining to projected requirements of teachers has been adjusted, considering the growth in enrolment of students and the replacement of old teachers due to their retirement, promotion or any other related reason. The estimated requirements of new teachers at primary level for the period 1996-97 to 2000-2001 is given in Table 7.7.

TABLE 7.7

## REQUIREMENT OF TEACHERS AT PRIMARY LEVEL AS PER THE EXISTING GROWTH PATTERN IN THE NCT OF DELHI

## SCENARIO-I

S.No.	Year→ Items ↓	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	Total requirement of teachers	20427	20755	21082	21409	21736
2.	Existing number of teachers	20096	20427	20755	21082	21409
3.	New position of teachers	331	328	327	327	327
4.	Replacement/ Retirement of old teachers annually	2005	2021	2038	2054	2070
5.	Total number of new teachers required	2336	2349	2365	2381	2397
6.	Trainees and teacher educator ratio	1:12	1:12	1:12	1:12	1:12
7.	No. Of teacher educators required	195	196	197	198	200
8.	Average No. of trainees per institute (existing position)	85*	85*	85*	85*	85*
9.	No. of Educational Institutions required	27	28	28	28	28
10.	No. of existing institutions	13	13	13	13	13
	(a) NTTIs	5+4**	5+4**	5+4**	5+4**	5+4**
	(b) DIETs					
11.	No. of New Institutions	27-22=5	28-22=6	6	6	6
	(a) In case NTTIs are upgraded					
	(b) In case NTTIs are not upgraded	18 (+4)**	19	19	19	19

\*Represent weighted average

\*\*Represent the number of institutions proposed to be opened

#Calculation based on the rate of retirement of 5% of the existing teachers and replacement of 1000 teachers annually due to their promotion as secondary school teachers

The data indicates that annual requirement of new teachers at primary level is about 2400. At present the number of seats for pre-service education of primary teachers in various institutions located in NCT of Delhi is 520. In addition, there are 13 nursery teacher training institutions having annual intake of 685 trainees. The teachers trained in NTTIs are eligible to teach Classes I and II of the primary schools. If the teaching at NTTIs could be enriched and the teachers passing out from these institutions are made eligible to become primary teachers then the availability of new trained primary teachers could be made 1140 per annum leaving a gap of about 1200 teachers to be inducted from outside Delhi.

#### Scenario II:

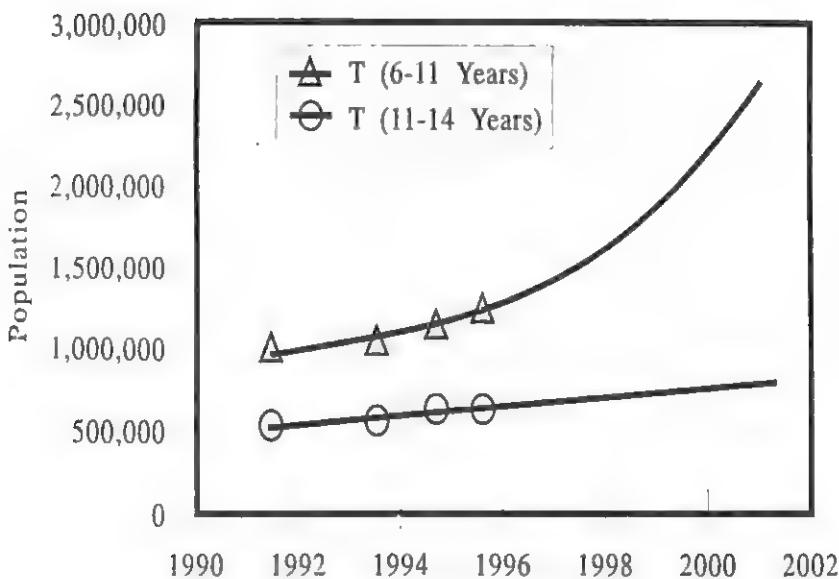
The net enrolment ratio at primary level in 1990-91 was about 74 per cent which may have increased marginally till now. The average pupil teacher ratio for all schools in NCT of Delhi at this level is about 40. While in some schools this ratio could be more than 40 and in other schools it could be less than 40, it may be inferred that to achieve the objectives of universal elementary education we will require to create additional facilities including the increase in the number of teachers at primary level. Population growth in the age groups of 6-11 and 11-14 years are given in Table 7.8 and Figure 7.8.

TABLE 7.8

**PROJECTED/ESTIMATED POPULATION IN THE AGE GROUP  
6-11 AND 11-14 YEARS**

Years→	1996-97	1997-98	1998-99	1999-2000	2000-2001
6/11 Total (Boys and Girls)	1701423	1931233	2194888	2492389	2823736
11/14 Total (Boys and Girls)	875636.1	945098.9	1020848	1102884	1191205

**POPULATION GROWTH IN THE AGE-GROUP OF  
6-11 AND 11-14 YEARS**



**Figure 7.8**

On the basis of achieving 100 per cent enrolment, the additional requirements of teachers for the years 1996-97 to 2000-2001 have been estimated and are summarised in Table 7.9.

TABLE 7.9

## REQUIREMENT OF NEW TEACHERS TO ACHIEVE THE OBJECTIVE OF UPE

S. No.	Year → Itens ↓	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	Population (6-11 Yr.)	1505458	1701423	1931233	2194888	2492389
2.	Enrolment (Primary)	809902	826625	843348	860071	876794
3.	Net requirement of new teachers as per Scenario I	2336	2349	2365	2381	2397
4.	Additional requirement of teachers for UPE	17389	21869	27197	33370	40389
	Age Spec. Pop. - Enrolment					
	40 (Accumulative requirements)					
5.	Annual addition due to UPE	17389	4480	5328	6173	7019
6.	Net Annual Recruitment (3+5)	19725	6829	7693	8554	9416
7.	Net No. of teachers' positions	39821	46650	54343	62897	72313

19725 new teachers will be required to be inducted at the primary level as a one time exercise, after which the shortfall of teachers due to retirements, resignation or for other reasons will have to be made up while recruiting new teachers. The annual intake of new teachers in this scenario would be in the range of 7000 to 9000. The data can be further utilised to calculate the number of teacher educators and teacher education institutions.

### **Middle, Secondary and Senior Secondary level**

Pre-service education to the prospective teachers at middle, secondary and senior secondary levels is imparted through B.Ed degree programme. Accordingly, the estimation of the number of teacher educators and teacher education institutions for meeting future requirements has been carried out on the basis of the combined requirement of teachers at middle, secondary and senior secondary levels. The projected requirement of teachers for the period 1996-97 to 2000-2001 is given in Table 7.10.

TABLE 7.10

**REQUIREMENT OF TEACHERS, TEACHER EDUCATORS AND TEACHER EDUCATION INSTITUTIONS FOR  
EDUCATION AT MIDDLE, SECONDARY AND SR. SECONDARY LEVEL IN NCT OF DELHI  
(AS PER CURRENT GROWTH PATTERN)**

S.No.	Year → Items ↓	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	No. of new teachers required at middle level	430	436	439	445	448
2.	Number of new teachers required at Secondary & senior secondary level	4522	4682	4844	5010	5178
3.	Total No. of new teachers required	4952	5118	5283	5455	5626
4.	No. of teachers promoted from primary level	1000	1000	1000	1000	1000
5.	Net requirement of teachers	3952	4118	4283	4455	4821
6.	Trainees and teacher educators ratio at B.Ed level	1:10	1:10	1:10	1:10	1:10
7.	No. of teacher educators required	395	411	428	446	482
8.	Average No. of trainees per Institute (existing position)	200	200	200	200	200
9.	No. of Institutions required	20	21	21	22	24
10.	No. of existing Institutions	5	5	5	5	5
11.	No. of additional Institution required	15	16	16	17	19

This data has been utilised to calculate the annual intake of new teachers during this period keeping in view the growth in enrolment as per past trend and replacement of old teachers due to retirement and other such reasons. The intake of new teachers for the year 1996-97 is 3952 and for the year 2000-2001 its value is 4821. The pupil teacher ratio during this period varies from 23.45 to 22.04. This indicates that there is considerable scope for improving the productivity of school system and the utilisation of teachers.

The enhancement of pupil teacher ratio to about 27.5 as shown in Table 7.11 indicates that relatively less number of teachers are required at this level. The existing strength of teachers will be adequate upto the year 1997-98 after which additional teachers shall have to be recruited. However, the enhancement in pupil:teacher ratio shall require enhanced capacity improvement in the educational set up and necessary policy decisions in this regard will have to be taken.

TABLE 7.11

REQUIREMENT OF TEACHERS, TEACHER EDUCATION INSTITUTIONS FOR EDUCATION AT MIDDLE, SECONDARY AND SENIOR SECONDARY LEVEL IN NCT OF DELHI  
(AS PER T/P RATIO 27.5)

S. No.	Year → Items ↓	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	Required No. of teachers as per present trend	58047	60263	62533	64861	67244
2.	Trend of T/P Ratio	23.19	22.90	22.61	22.32	22.04
3.	Net teacher requirements after retirement	53203	50542	48016	45615	43334
4.	Promotion of primary teachers	1000	1000	1000	1000	1000
5.	Teacher requirement as per T/P ratio 27.5	48950	50188	51426	52664	53901
6.	Additional No. of teachers required (5-4-3)	-5253	-1354	+2410	+6049	+9567
7.	Additional annual recruitment (over last year)	Nil	Nil	1056	3639	3518
8.	Teacher Education Institutions required on teacher trainees per Institute = 200					
	(a) P/T = Current trend	20	21	21	22	24 18
	(b) P/T = 27.5	-	-	5	18	

Change in pupil:teacher ratio from the existing one to 27.5 will result in the reduction of the number of teachers by about 13000 in the year 2000-01 at middle, secondary and senior secondary levels, corresponding to annual saving of about Rs. 125-140 crores towards salaries only. In case, the current trend of growth continues, then in addition, to salary of these additional teachers, the cost towards the creation of additional facilities will also have to be arranged during this period. It is desirable that the productivity of the educational set-up at middle, secondary and senior secondary be studied in greater detail. Such studies may lead to evolution of required strategies to meet the future challenges of education in NCT of Delhi, specially in the context of the technical and physical resources required for the purpose.

### **Future challenges**

There has been considerable expansion in school education in NCT of Delhi in absolute terms. However, the growth falls short of expectations. The important concerns of education, in some way related to teacher education, are as under:

1. Improvement in literacy rate
2. Universalisation of elementary education
3. Enhancement in enrolment of girls
4. Ensuring minimum levels of learning at elementary level
5. Upgradation of educational standards
6. Improvement in productivity of schools and overall educational set-up
7. Inculcation of moral values among children

The solution of problems in school education requires a number of inputs in teacher education. The important points identified during the course of study are:

1. Teacher Education Curriculum
2. Future resources for teacher education
3. Alternative modes of teacher preparation

4. Involvement of voluntary agencies in teacher training
5. Upgradation of training qualifications through modular in-service training of teachers.
6. Productivity of school system and teacher education institutions
7. Quality of teachers: Need for monitoring at entrance, study/training and examination/evaluation system.
8. Strengthening of teacher education institutions
9. Mutual sharing of expertise among teacher education institutions and national level organisations.

### **Teacher Education Curriculum**

Educational programmes for pre-service education of teachers in NCT of Delhi have been largely based on the framework. Challenges and opportunities are, however, changing at a fast pace. Therefore, continued review and renewal of the curriculum may be necessary. It may be desirable that a structure be created in the NCTE so that the requirements of changes could be examined and desirable modifications be incorporated as and when necessary.

### **Future Resources for Teacher Education**

The data presented provides the following indications:

- (i) The annual intake of new teachers at primary level will be approximately 2400 if the existing pattern of growth in enrolment and the number of primary teachers continues.
- (ii) The number of teachers at primary level will be required to be doubled immediately compared to teachers' strength of about 20000 in 1995-96 for implementing UPE in the NCT of Delhi. The number of primary teachers in the year 2000-01 will be more than 70000 for achieving the objective of UPE. The existing teacher education facilities provide about 600 trained

teachers suitable for absorption at primary level as per the existing norms of recruitment.

- (iii) The number of institutions as well as seats therein are inadequate to meet the demand of new teachers as per the present growth trend as well as for meeting the objective of UPE.
- (iv) Innovative mechanisms are necessary for meeting the demand of teachers at primary level. The suggested mechanisms could be upgradation of NTTIs, in-service training of nursery teachers on a modular basis to upgrade their training qualifications, distance mode of education and possibly the recruitment of untrained teachers based on their talent and orientation, and in-service training of such teachers in a time bound programme.
- (v) The annual intake of new teachers at middle, secondary and senior secondary levels as per current pattern of growth in enrolment and number of teachers is about 4000 in 1996-97, which may grow to about 5000 in 2000-01. The pre-service training facilities in the NCT of Delhi cater to the availability of about 750 teachers annually. The increase in the enrolment at primary level may also have positive input on enrolment at middle, secondary and senior secondary level in the near future. Then the intake of new teachers will be required to be increased. The number of additional institutions with annual intake of about 200 trainees, to meet the requirement of new teachers in future, is about 16 which may increase as a result of enhancement in enrolment at middle, secondary and senior secondary level.

### **Alternative Modes of Teachers' Training**

The estimation of the future requirement of trained teachers at different levels of school education and the availability of trained teachers from the teacher education institutions in NCT

of Delhi indicates a large gap between demand and supply. The requirement of teachers for sustaining the enrolment growth as well as for achieving the objective of UPE can be met by adopting alternative modes of training, which may include distance education by universities, open universities, professional teachers' organisations and in-service education by DIETs/ SCERT, leading to higher level professional qualifications. The continuing education may be offered through distance mode of education and through the use of instructional module and hardware like radio, TV, teaching machines etc. for effective formal training programmes.

### **Involvement of Voluntary Agencies/Professional Teachers' Organisations**

In engineering, basic and applied science and management disciplines the professional associations usually conduct distance education programmes for working persons for upgrading their professional qualifications. These qualifications are accredited by the concerned agencies and are recognised for the purpose of employment as well as for admission to higher level educational programmes. Such mechanism for professional training and upgradation is not available to the teachers in the country.

The NCTE may consider the creation of a professional organization representing voluntary agencies, professional teachers' organisations, NCTE, SCERT as well as other concerned organizations which could be empowered to conduct professional courses for teachers to obtain/upgrade their professional qualifications. The availability of this mechanism for teacher education may enable education departments/schools to take talented and interested individuals who may not possess the training qualifications. Such recruited teachers could be encouraged to obtain appropriate qualifications while in-service.

The professional courses could be made available for all categories of school teachers depending on their academic qualifications and professional competence/experience. The

courses could be designed on modules and the completion of different modules may enable the teacher to earn a professional Certificate, Diploma or Degree in Teaching.

### **Upgradation of Training Qualifications through In-Service Training Programme**

At present, the SCERT and DIETs offer a number of short and long term in-service training programmes to teachers in various subjects. Evaluation of trainees in these courses is of a routine nature with the main emphasis being on attendance. It may be appropriate to design training programmes which may be used to upgrade the training qualifications of teachers. For example, nursery teachers could undergo certain number of courses to upgrade their qualifications to E.T.E. Diploma. The award of ETE Diploma to nursery teachers after the completion of certain courses will enhance the employment/promotion prospects for these teachers. This will also help in increasing the availability of primary teachers for achieving the objective of UPE. Similar arrangement could be evolved for upgradation of ETE Diploma to a higher level diploma/degree enabling working teachers to obtain opportunity towards their career advancement. Such mobility will keep the working teachers professionally motivated and also enhance the availability of trained teachers at all levels of school education.

### **Productivity of School System and Teacher Education Institutions**

The productivity of the school system and the teacher education institutions is of considerable importance for expanding educational opportunities within the constraints of limited resources including the trained teachers and teacher educators. Increase in pupil teacher ratio at middle, secondary and senior secondary level from about 23.5 to 27.5 in 1995-96 will reduce the requirement of teachers by about 13500 in the year 2000-01. Similarly, attention is required to be paid to enhance

the productivity of teachers' institutions keeping the quality of teachers in view. A systematic exercise could be taken up for improving the productivity of the schools and teacher education institutions so that the utilization of resources could be optimised without compromising with quality of the output. The enhancing of productivity in middle, secondary and senior secondary schools and in the teacher training institutions can result in considerable savings which could be invested in achieving the objective of UPE.

### **Quality of Teachers**

The analysis of data concerning growth in enrolment, number of schools and number of teachers indicates increased demand for financial and manpower resources. In a situation characterised by shortage of resources, there could not be any room for inefficiency in the system. The quality of people, specially the teachers, set norms of efficiency in educational organisations. In this context it is important that attention be given towards the quality of teachers through appropriate mechanisms at various stages, namely (i) entry; (ii) teachers' training institutions; (iii) evaluation during training; (iv) terminal examination at conclusion of the course; and finally (v) at entry into the profession of teaching after completing the training programme.

At present, different training institutions have their own criteria and procedures for granting admission. There is a need to have common entrance examination with a provision of testing of teaching aptitudes and interests of prospective candidates. Similarly, the norms for training in evaluation of trainees may be standardised which may include total duration of theory, practical and other work as also distribution of marks to various subjects and activities. The terminal examination should preferably be conducted by a single body to bring the uniformity in evaluation and quality of passing out candidates.

The standardization of in-service training programme in

terms of duration, contents, educational material and also evaluation of course outcome is necessary for obtaining the desired benefits of these programmes. The periodic renewal and updation of these programme will help the teachers refresh their knowledge and keep pace with latest developments to remain competitive.

### **Strengthening of Teacher Education Institutions**

The NPE and POA (1986,1992) have provided impetus to the setting up of teacher education institutions in the NCT of Delhi. During the last decade the SCERT , five DIETs, two IASEs and a number of NTTIs have been established in NCT of Delhi. However, the analysis of data on requirements of teachers and the teacher training institutions indicate that these resources will not be able to meet the future requirements. The availability of teachers at Primary, Middle, Secondary and Sr. Secondary levels will be crucial for the growth of education in the NCT of Delhi. Similarly, the SCERT and DIETs have provided several inputs towards the improvement of teacher education. However, much is still to be achieved. It is, therefore, imperative that SCERT and other teacher education institutions are strengthened to enable them to maximally contribute towards teacher preparation in qualitative as well as quantitative terms.

The specific areas for strengthening of SCERT, DIETs and other Teacher Education Institutions are as under:

**Infrastructure:** Since inception, the SCERT is sharing the building with another branch of Department of Education of GNTC of Delhi. The available space is insufficient for its requirement. The provision of building will facilitate the housing of an operational library, computational facilities, science laboratories, language laboratories, adequate number of seminar rooms as well as rooms for faculty members. The availability of these facilities will have positive impact on the number and quality of in-service programmes in the SCERT. Similarly, facilities in DIETs and NTTIs are required to be strengthened.

### **Academic Facilities/Support**

The faculty members in the SCERT and DIETs are engaged in teaching, research, material development and training related activities. Their productivity and satisfaction level could be enhanced through the provision of:

- Availability of books and journals in the institutes for necessary reference.
- Access to various data bases concerned with the profession of teaching and effectiveness of academic institutions. This may include humanities and social science subjects having interface with education as well as school subjects.
- Provision of financial support for research and innovations and for engaging temporary research staff in the approved projects.
- Creation of mechanisms for evaluation, standardisation and publication of educational material for being used in pre-service and in-service training programmes by teacher training institutions.
- Encouraging faculty members to organise participate in State/National level seminars, discussion groups etc.

### **Quantitative Targets and Quality of Training Programmes**

The past experience indicates that successful and effective organization of training programmes, specially in-service programmes, depends on the coordination among SCERT/DIETs, Education Departments of MCD, NDMC and the Directorate of Education. It may be desirable to create/strengthen the necessary support system for the organization of in-service training programmes:

- Constitution of empowered committee to decide about the programmes to be conducted in an academic year and also about the participants in various programmes. The decisions taken by the committee should be

implemented without any change. The members of the committee could be from the MCD, NDMC, Directorate of Education and the SCERT. The representatives of teachers could also be included in the committee for representation of their interest. Such a mechanism will ensure advance information to the organisers of the programmes as well as to the participants. This will be helpful in maximising the quantitative targets as well as in enriching the quality of programmes due to availability of time for advance preparation.

- The committee could be assisted by the computerised data related to training needs of all the concerned teachers. The computerization of the data will help to create necessary information about the short-term and long-term training needs of teachers, which, in turn, shall help SCERT/DIETs develop suitable programmes accordingly.
- The utilization of resources in the colleges located in the NCT of Delhi could be ensured through collaborative arrangements of the SCERT with these colleges on mutually agreed terms. This will enable the concerned organisations to meet the training requirements of the teachers covering all the subjects.
- The SCERT may also enrich the News Letters in order to inform other concerned organisations about its own activities, major research studies undertaken not only by the Council but also by sister organisations in Delhi as well as national level bodies like NCERT, NIEPA, MHRD etc.

### **Mutual Sharing of Expertise among Teacher Education Institutions and National Level Organisations**

During the last decade most of the States and UTs have established SCERTs and DIETs for strengthening their teacher education programmes. These institutions have been engaged

in pre-service and in-service programmes during this period. The sharing of experiences is desirable to enhance collective expertise and to formulate/renew the strategies and programmes aimed at enrichment and expansion of teacher training programmes to meet future requirements. Such interactions could be beneficial towards mutual appreciation of efforts and for sharing of experiences obtained by different institutions obtained in different fields/subject areas. The opportunities for interaction of teacher educators could be made available through annual conferences, workshops in specific areas, collaborative projects aimed at research and material development as well as study visits. The national level organisations like NCTE may take initiative towards promoting such interactions. The organisation of annual conference of teacher educators on specific themes could be considered as an important ongoing activity of NCTE.



## Chapter 8

# *Strengths and Issues of Teacher Education*

### **Introduction**

The implementation of NPE and POA (1986,1992) had positive influence on teacher education arrangement through pre-service as well as in-service mechanisms. The new developments include:

- Creation of State Council of Educational Research and Training
- Creation of five District Institutes of Education and Training at Rajinder Nagar, Moti Bagh, Keshav Puram, Bhola Nath Nagar and Daryaganj
- Spontaneous growth in the number of privately run Nursery Teachers' Training Institutes. The increase in number of these institutions from 3 in 1986 to 11 in 1992 has enhanced their output multifold
- Opening Institutes of Advanced Studies in Education, (IASEs) in the Delhi University, and the Jamia Millia Islamia
- Growth in the arrangements of in-service education of teachers at all levels and other functionaries in school

education by SCERT, DIETs, IASEs and Education Department of MCD, NDMC and Directorate of Education

During this period, national level organizations like NCERT, NIEPA, NCTE have taken new initiatives in the field of teacher education.

Despite advantages to the institutions located in the NCT of Delhi, a number of issues and problems confront teacher education which are essentially related to growth, quality, infrastructure/facilities and the management of these institutions. The NCTE norms are essentially concerned with these aspects of teacher education.

### **Problems and Issues**

The problems and issues concerning teacher education are related to the following aspects:

#### **I. Expansion of Teacher Education**

##### **Unplanned Growth**

Teacher education in the NCT of Delhi has remained a non-priority area. It did not receive active attention for a considerable period of time. Prior to 1986, there were three NTTIs and two JBT Institutions with total intake of 250 and 110 respectively. The requirement did not keep pace with the supply of trained teachers. The NPE and POA 1986 provided some encouragement and during 1988-1992 eight new NTTIs were opened and the number of seats increased to 685. At elementary level the number of institutions during this period increased to six with total intake of 520. In addition, B.Ed. Degree programme was initiated in 1994 in three institutions with intake of 120. The increase in the institutions offering B.Ed. programme has been too slow. The first such institution was opened in 1938 and now we have total of five institutions offering B.Ed. course with total intake of 775. Despite slow expansion in teacher education institutions, all teachers working in schools in Delhi are professionally trained.

After 1986, the number of NTTIs increased rather abruptly and it is feared that a large proportion of nursery trained teachers may remain unemployed. The Directorate of Education provides recognition to NTTIs based on their fulfilling certain norms laid down by the Directorate. In the NCT of Delhi, there are also a number of NTTIs which have not approached for recognition to the Directorate as their products are generally absorbed in the unrecognised schools. Some of these unrecognized institutions are running a two year course on the pattern of the Directorate of Education while some others are offering a course of one year duration.

The entry qualification in certain unrecognised institutes is senior secondary while in a few others it is graduation, while students prefer to join the recognised institutions, the unrecognised institutions are surviving and the incidence of unemployment among nursery teachers is increasing. While, there has been considerable growth in the number of institutions and overall intake for pre-service training of teachers at elementary level, the requirements cannot be fully met from the output of these institutions. Suitable measures may be taken to upgrade the NTT course by including additional courses, which could be offered after the completion of NTT course. These measures will reduce unemployment among nursery teachers and also increase the availability of elementary level teachers.

The availability of trained teachers at secondary and senior secondary level also falls short of requirement. The B.Ed. course could be evolved through cooperative arrangements of concerned institutions by adopting in-service training mechanism through the completion of certain modules (courses). This will enable the nursery and elementary level teachers in their career development and shall also help in the increased availability of teachers at secondary and senior secondary levels.

### **B.El.Ed. Degree Programme**

The B.El.Ed. is an integrated programme combining courses in pedagogy and school subjects which are further divided into

core courses and liberal courses. In addition to theory papers, practicals in the area of performing fine arts, crafts, classroom management, material development, evaluation, school internship are important components of curriculum. The minimum eligibility qualification is senior secondary or its equivalent.

The programme is patterned on the lines of integrated teacher education course offered in regional colleges of education. But there are some major differences. The integrated B.Ed course of the regional college type is meant for producing secondary school teachers, while this course is meant for producing elementary school teachers. In the regional college type, the students want to complete liberal courses of graduation level, in addition to the pedagogical course. In the present scheme, however, the student will study only one liberal course (physics, chemistry, mathematics, political science etc.). During the second and third years, the level of the course will be roughly equivalent to the first year of degree programmes in these subjects. Thus, due to difference in the contents of subjects, the products of this course will be less competent than the products of one year B.Ed. course which is offered after completion of degree programmes.

The products of this scheme will be specially suitable for teaching upper primary stage which is generally neglected and provides a weak link between primary education and secondary education. However, the syllabus of core and liberal courses will have to be designed in such a way that a teacher becomes competent to teach all subjects at the primary stage and one or two subjects at the upper primary stage. In the case of Social Sciences and Sciences, a teacher is called upon to teach all the components of these subjects. This implies that a teacher who intends to be a Social Science teacher should study its three components (History, Social Sciences, Geography) of first year graduation level and a teacher desirous of teaching Science at upper primary stage should study all the three components (Physics, Chemistry, Biology) of first year of graduation level.

The products of this programme will be awarded the Bachelor's degree in Elementary Education by Delhi University. So, in a way, they will be Trained Graduate Teachers but they shall be eligible for teaching upto class VIII only. So they can be designated as TGTs (upper primary). Initially they can be recruited as Asstt. Teachers to be promoted as TGTs after a service of stipulated number of years. Alternatively a separate cader of TGTs (upper primary) can be created with a pay scale of TGT or a new scale in between the scale of an Asstt. Teacher and a TGT can be created and they should be directly recruited as TGT (upper primary). In the recruitment rules prescribed for Asstt. Teachers the qualification of Bachelor of Elementary Education should be included as an alternative qualification in addition of the existing ETE course. In the recruitment rules meant for TGTs, this qualification should also be included if the course designed is revised in such a way that a student's knowledge of liberal courses will be equivalent to that of graduation level.

While the B.Ed. programme is aimed at innovations and excellence in teaching at primary level, its relationship with the world of employment and reward to the candidates requires urgent attention of all concerned with availability of teachers of quality.

## **II. Quality of Teacher Education**

### **Admission in Pre-Service Training Programmes**

The NTTIs are privately owned institutions recognised by the Directorate of Education. These institutions have their own criteria, arrangement and schedule for admissions. There is no uniformity in this regard and different institutions assign different weightages to academic record, written test and interview for screening the candidates for admission. The admission in the ETE Diploma Programme offered by the DIETs is through a Common Entrance Test (CET) conducted by the

SCERT. The test is of objective type and contains questions related to Mental Ability/Teaching Aptitude, Mathematics, Hindi, Social Science, English and Science.

Admission to B.Ed. Degree Programme offered by the colleges in the universities in the NCT of Delhi is conducted as per policy of the concerned university. The academic performance is given overwhelming weightage and liking and aptitude of the candidates in the teaching are given inadequate weightage.

In order to have good quality teachers, it is necessary to ensure that at admission stage, the candidates of proper aptitude, orientation and ability are selected for training programmes. Teacher education courses have been receiving increased attention of pre-service candidates. The number of applications for these courses is increasing in all the institutions. At this stage it may be appropriate to introduce measures so that candidates having better potential of becoming successful teachers are selected for admission to pre-service training programmes.

The following measures are suggested:

- (i) Candidates with low mental ability, poor comprehension and communication should be screened out.
- (ii) The selection test should evaluate the personality, aptitude and orientation of candidates for the profession of teaching.
- (iii) Communication—oral as well as written—should be given due weightage and could possibly be evaluated through interview/written test.
- (iv) The combined entrance examinations for admission to different category of institutions should be conducted and based on the common merit. The candidates should be assigned to different institutions giving possible weightage to position in the merit and preference of the candidate.

It would be appropriate to evolve suitable norms for

admission in various pre-service programmes to be followed in future for ensuring the quality of prospective candidates in the teacher training institutions.

### **Use of Educational Technology**

Developments in the field of science and technology are increasingly influencing our life. The advances in electronics and telecommunications have provided several gadgets/equipments for enhancing the efficiency, productivity and overall achievement in teaching learning situations. These developments facilitate fast and accurate transfer of information and knowledge for beneficial use. The teachers to a large extent are involved in the transaction of information and knowledge and could be benefited by acquiring knowledge and skills of using the gadgets/equipments. The integration of the educational technology aids in teaching shall bring positive changes in the quality of teaching and augment the effectiveness of teachers. However, the use of educational technology aids needs to be evaluated for obtaining its long term benefits.

In the NCT of Delhi, the use of these gadgets is left to individual's initiative and required thrust appears to be missing. The emphasis on educational technology during the teachers' training programmes could be assessed from the following facts:

- The curriculum of NTTIs does not include "Educational Technology". Neither theoretical knowledge nor practical competence/orientation is provided to the trainee teachers in the use of educational technology aids for educational purpose.
- The "Educational Technology" in the ETE Diploma Programme is taught as an optional paper and only a few trainees become knowledgeable in this area.
- Similarly, in the B.Ed. Degree programme offered at college level, Education Technology is offered as an optional paper.

The availability and maintenance of educational technology

equipments in school is also far from satisfactory level as brought out by a follow-up study conducted on this aspect covering schools in the NCT of Delhi.

Since adequate emphasis is not provided to the "Educational Technology" during the pre-service training of teachers, it is necessary that the deficiency be overcome through well-structured in-service programmes. The courses should cover hardware as well as software aspects of technology to enable the teachers to maximise the benefits and enhance their overall effectiveness. The teachers trained in educational technology could become agents of change in their respective schools for integrating the new concepts and gadgets in the teaching of various school subjects. The NCTE may consider to assess the status specially, the competence and orientation of the working teachers, in the use of educational technology aids and arrange to evolve suitable mechanisms for improving the situation in various States, including the NCT of Delhi.

### **Training of Teacher Educators**

The creation of SCERT and DIETs and other teacher training institutions generated demand for teacher educators. These teacher educators came either from the profession of teaching or research. The newly created institutions are expected to become pace-setters in the field of education. Teacher educators in these institutions are required to plan and organise training programmes with well defined objectives and expected outcomes. They are also expected to experiment and support innovative interventions and to carry out useful research. Teacher educators in these institutions are to perform the roles of qualified educators, subject experts in specific field and innovators/researchers. While individual differences may be there, teacher educators in these institutions require, by and large, training and orientation so as to be effective in their present role. Periodic organisation of training programmes involving brain storming sessions on the problems of school/education system, research methodology and management of training

programmes will enhance their vision, orientation and competence and augment their effectiveness and productivity.

### **Curriculum of Teacher Education**

While differences in teacher education curriculum in different parts of our country are expected and desirable, however, in a territory like Delhi, certain amount of unity, conformity and continuity in teacher education curriculum is desirable at different levels. The teacher education curriculum at Nursery level is the same in all the recognised NTTIs. Similarly, the curriculum of ETE Diploma Programmes of DIETs is the same and the SCERT is the examination body for the terminal examinations of the programmes. However, the differences in the curriculum could be seen in the B.Ed. Degree Programmes offered by different universities in the NCT of Delhi.

Periodic follow up studies, reviews and updation of teacher education curriculum is desirable through the involvement of institutions, SCERT and the NCTE to take care of the emerging needs and changing emphasis of the school system and consequently changing demands from teachers. This will bring desired unity in the curriculum and shall protect the teachers' training programmes against obsolescence.

### **Organisation of Practice Teaching**

Practice teaching is an integral component of teacher education. At present, practice teaching is organised in association with schools and is rushed through following the traditional way of teaching. The provision of schools attached to teachers' training institutions will promote experimentation in innovations in teaching methodology including the study and use of various educational technology gadgets for improving the effectiveness and efficiency of teaching.

### **Evaluation**

Terminal examinations of the NTT and ETE are conducted

by the SCERT. Examination for B.Ed. is conducted by the concerned universities. The examination cell in the SCERT could be strengthened keeping in view the confidentiality and efficiency requirements in the conduct of examinations and preparation of results. The use of objective types of assessment, question banks and other modern methods of evaluation would also enhance the credibility of assessment.

### **III. Infrastructure/ Physical Facilities**

The adequacy of physical facilities and their maintenance is directly linked to educational environment, efficiency and quality of training in the concerned institution. The NCTE has prepared norms in this regard. The status of the availability of these facilities has been evaluated in this study.

### **IV. Management/Co-ordination of Training Programmes**

The development and administration of courses, specially in respect of in-service training of teachers, involves coordination among training institutions (i.e. DIETs, SCERT, IASEs) and sponsoring agency of teachers (e.g. Education Departments of MCD, NDMC, Directorate of Education). The nomination of teachers to training programmes depends on many extraneous factors which are related to the availability of substitute teachers etc. In the process, the training needs of teachers may be accorded lesser priority.

It is appreciated by teachers, the sponsoring organizations as well as the training institutions that a comprehensive data base should be created concerning teachers. The short-term and long-term training needs of individual teachers should be identified and periodically reviewed. On the basis of this information, development and organization of the training courses should be based. Prior commitment of all concerned will serve the training needs of teachers in a systematic and improved manner.

Formal linkages of the Education Departments of

organizations like MCD, NDMC, Directorate of Education with the planning and management department of the SCERT will facilitate the creation and periodic updation of data base. Such a data base will also ensure the availability of reliable data to the policy planners to obtain micro as well as macro insight into any specific aspect concerned with teachers.

The data base will enhance objectivity in sponsoring teachers to various programmes as well as identification of the areas of training in future to keep them competitive.

## **V. Extent of Fulfilment of NCTE Norms**

The National Council of Teacher Education (NCTE) have laid down norms for the recognition of teachers' training institutions so as to ensure a minimum level of quality of teacher education. In this study, assessment of the following aspects has been done in respect of NTTIs, DIETs and institutions offering B.Ed. degree programme:

### **(i) Staff-Student Ratio**

The following norms have been fixed by the NCTE in respect of staff-student ratio for teacher education institutions at different levels:

● Nursery	1:10
● Elementary	1:12
● Secondary/Senior Secondary	1:10

As regards, staff-student ratio for various institutions at nursery level, 33.3% of the NTTIs do not fulfil the norm, 41.7% institutions adhere to the norm and the remaining 25% of the institutions did not provide this information. In DIETs at Keshavpuram, Rajinder Nagar, Moti Bagh, Bhola Nath Nagar and Darya Ganj the staff-student norm of 1:12 is adhered to. Two institutions have more students per teacher than the desired ratio of 1:10 at the secondary level. The remaining four institutions have staff-student ratio within the NCTE norm of 1:10. Table 8.1 shows the institution-wise position of staff-student ratio while Table 8.2 that of the NCTE norms in this regard.

TABLE 8.1

## STAFF-STUDENT RATIO IN TEACHER EDUCATION INSTITUTIONS

S.No.	Institutions	Annual Student Intake	Total Teaching Staff	Staff Student Ratio Existing	NCTE Norms
<b>NURSERY TEACHER EDUCATION</b>					
1.	Manav Bharti	100	5	1:20	1:10
2.	Bal Bharti	100	8	1:12	1:10
3.	Voc. Trg. College	50	5	1:10	1:10
4.	Shaheed Bhawan, NTTI Asaf Ali Marg	40	3	1:13	1:10
5.	Man Singh, Prem Nagar	40	4	1:10	1:10
6.	Rama Krishan	80	10	1:8	1:10
7.	NTTI, South Delhi	40	3	1:13	1:10
8.	GRM NTTI, Nilothi More	80	-	-	1:10
9.	LPS, Priyadarshini Vihar	80	8	1:10	1:10
10.	Mata Raj Kauran Paschim Vihar	80	8	1:10	1:10
<b>ELEMENTARY TEACHER EDUCATION</b>					
1.	DIET, Keshavpuram	200	17	1:12	1:12
2.	DIET, Rajender Nagar	200	16	1:12	1:12
3.	DIET, Moti Bagh	200	17	1:12	1:12
4.	DIET, Bhola Nath Nagar	120	15	1:8	1:12
5.	DIET, Dariya Ganj	200	17	1:12	1:12
<b>SECONDARY/SR. SECONDARY TEACHER EDUCATION</b>					
1.	Jamia Millia Islamia	260	40	1:7	1:10
2.	Dept. Of Education, DU	395	28	1:14	1:10
3.	LBSRSV	180	11	1:16	1:10
4.	College of Education, Shakarpur	50	15	1:3	1:10
5.	Jesus and Mary College	40	7	1:6	1:10
6.	Women's College, Bawana	40	12	1:3	1:10

TABLE 8.2

**EXTENT OF FULFILMENT OF NCTE NORMS REGARDING TEACHER-STUDENT RATIO IN TEACHER EDUCATION INSTITUTIONS**

S.No.	Level	Number of Institution Responded	NCTE Norms	Institutions fulfilling the NCTE Norms	
				Number	Per cent
1.	Pre-Primary	10	1:10	5	50
1.	Pre-Primary	10	1:10	5	50
2.	Elementary	5	1:12	5	100
3.	Secondary	6	1:10	4	66.67

**(ii) Admission Criterion**

The status of the fulfilment of the norms of the NCTE in respect of admission to the teacher education institutions is given in Table 8.3 All the institutions concerned with pre-service education of teachers at pre-primary, elementary and secondary levels follow the norms related to admission criterion. However, the selection procedures vary from institution to institution. At pre-primary level, the admission test is conducted by the concerned institution and the admission is offered to candidates in the order of merit prepared on the basis of their performance in the written and oral (interview) examinations. The admission in ETE Diploma offered by DIETs is on the basis of merit list prepared after the written test conducted by the SCERT.

TABLE 8.3  
EXTENT OF FULFILMENT OF NCTE NORMS IN TEACHER EDUCATION INSTITUTIONS REGARDING  
ADMISSION/SELECTION

S. No.	Level	Name of Course	NCTE Norms		Criteria Adopted
			Admission Procedure	Selection Criteria	
1.	Pre-Primary	NTT	Hr. Sec. with at least 45% marks	On the basis of merit in selection test and interview to be conducted by any agency approved by NCTE	Hr. Sec. with at least 45% marks
2.	Elementary	ETE	Hr. Sec. with at least 50% marks	On the basis of merit in selection test to be conducted by an agency approved by NCTE	Hr. Sec. with at least 50% marks by SCERT
3.	Secondary	B.Ed.	Graduation with at least 50% mark	On the basis of merit in selection test to be conducted by an agency approved by NCTE	Varies from University to University: Delhi University-50% at Graduation, JMI-50% at Graduation, LBSRSV-45% at Graduation

Admission to the B.Ed. Degree programme is offered on the basis of selection test and interview conducted by the concerned University. The common entrance tests separately for NTTIs, DIETs and B.Ed Degree programme are proposed.

### (iii) Physical Facilities

The extent of availability of various physical facilities in relation to the NCTE norms at pre-primary level is summarised in Table 8.4.

TABLE 8.4

**EXTENT OF FULFILMENT OF NCTE NORMS IN TEACHER EDUCATION INSTITUTIONS REGARDING PHYSICAL FACILITIES AT PRE-PRIMARY LEVEL**

S.No.	Type of Physical Facilities	NCTE Norms	No. of Institutions responded	No. of Institutions fulfilling NCTE Norms
	<b>A. ACADEMIC WING</b>			
1.	Hall-cum-Seminar	1	-	-
	Hall/Room			
2.	Class Room	3	10	5
3.	Art and Music Room	1	7	7
4.	ET-Cum-Library Room	1	-	-
5.	Workshop-cum-Science Room	1	8	8
7.	Games Room	1	-	
	<b>B. ADMINISTRATIVE WING</b>			
1.	Principal's Room	1	10	9
2.	Staff Room	1	9	9
3.	Office Room	1	9	9
4.	Store Room	1	-	-
5.	Girls' Common Room	1	10	4
6.	Toilets for Women	1	6	6
7.	Toilets for Men	10	10	
8.	Drinking Water facilities	2	10	10
	<b>C. RESIDENTIAL AREA</b>			
1.	Hostel for Girls	1	-	-
2.	Staff Quarter for Principals	1	-	-
	<b>D. FIELD</b>			
1.	Play Field	1	10	8

None of the institutions provided information about the availability of seminar hall, games room, hostel for women and staff quarters. The response in respect of other items indicates that all the institutions do not have the requisite facilities as per the NCTE norms. It may be inferred from the data that none of these institutions fulfil the NCTE norms; the extent of variance differs from institution to institution. NCTE may consider providing exemption in respect of certain facilities for certain period of time and direct them to create these facilities in a time bound manner.

The status of the availability of physical facilities in relation to the NCTE norms at elementary level is given Table 8.5.

TABLE 8.5

**EXTENT OF FULFILMENT OF NORMS IN TEACHER EDUCATION  
INSTITUTIONS REGARDING PHYSICAL FACILITIES AT  
ELEMENTARY LEVEL**

S.No.	Type of Physical Facilities	NCTE Norms	No. of Institutions responded	No. of Institutions fulfilling NCTE Norms
<b>A. ACADEMIC WING</b>				
1.	Class Room	3	5	4
2.	Assembly Hall	1	5	5
3.	Library-cum Reading Room	1	5	5
4.	Lab (Science, Psy, Ednl Tech)	1	5	3
5.	Workshop/Craft Room	1	5	4
6.	Art and Music Room	1	5	2
7.	Games Room	1	5	4
<b>B. ADMINISTRATIVE WING</b>				
1.	Principal's Room	1	5	5
2.	Staff Room	1	5	5
3.	Office Room	1	5	5
4.	Store Room	1	5	5
5.	Girls' Common Room	1	5	5
6.	Toilets for Women	1	5	3
7.	Toilets for Men	1	5	3
<b>C. RESIDENTIAL AREA</b>				
1.	Hostel for Girls	1	-	-
2.	Staff Quarter for Principals	1	-	-
<b>D. FIELD</b>				
1.	Play Field	1	5	5

Most of the facilities are available in all the institutions, except the following:

- Laboratory : Available in 60% institutions
- Art and Music Room : Available in 40% institutions
- Girls' Common Room : Available in 60% institutions
- Toilets for Men : Available in 60% institutions

These institutions have the required space to create these facilities and could do so in the near future.

The extent of the availability of physical facilities as per NCTE norms in institutions for secondary level teachers is given in Table 8.6.

TABLE 8.6

**EXTENT OF FULFILMENT OF NCTE NORMS IN TEACHER EDUCATION INSTITUTION REGARDING PHYSICAL FACILITIES AT SECONDARY LEVEL**

S.No.	Type of Physical Facilities	NCTE Norms	No. of Institutions responded	No. of Institutions fulfilling NCTE Norms
	<b>A. ACADEMIC WING</b>			
1.	Hall	1	6	5
2.	Class-room	2	6	4
3.	Seminar Room	1	6	5
4.	Science Lab	1	6	3
5.	Craft/Work Experience Room	1	5	3
6.	Music/Art Room	1	3	1
7.	Psychology Lab	1	-	-
8.	Educational Technology Lab	1	-	-
9.	Computer Room	1	4	4
10.	Library	1	4	4
	<b>B. ADMINISTRATIVE WING</b>			
1.	Principal's Room	1	6	6
2.	Staff Room	1	6	5
3.	Office Room	1	6	4
4.	Girls' Common Room	1	4	4
5.	Toilets for Girls	1	5	5
6.	Toilets for Boys	1	5	5
7.	Toilets for male staff	1	4	4
8.	Toilets for female staff	1	4	4
9.	Drinking water facilities	2	6	6
	<b>C. RESIDENTIAL AREA</b>			
1.	Hostel for Girls	1	2	2
2.	Staff Quarter for Principal	1	2	2
	<b>D. FIELD</b>			
1.	Play Field	1	5	5

It indicates that none of the institutions have facilities as per the NCTE norms e.g. the Psychology and ET-Laboratory is not available in any of the institution, the availability of other facilities varies from institution to institution. The NCTE may consider taking commitment from these institutions to take necessary corrective steps in a time bound manner.

### Employees' Benefit Schemes to Teacher Educators

The availability of employees' benefit schemes for teacher educators in teacher education institutions at pre-primary, elementary and senior secondary levels is given in Table 8.7 which indicates that the benefits of schemes like Provident Fund, Insurance, House Building Assistance, Vehicle Advance, Medical Reimbursement, Leave Travel Concession are not uniformly available to teacher educators employed in different institutions.

TABLE 8.7

#### EMPLOYEE'S BENEFIT SCHEMES AVAILABLE TO TEACHER EDUCATORS IN THE TEACHER EDUCATION INSTITUTIONS

S.No.	Name of Scheme	Percentage of Institutions in which Benefit Available		
		Pre-Primary	Elementary	Secondary
1.	Provident Fund	41.67	100	100
2.	Insurance	0.00	100	50
3.	House Building Assistance/ Advance	8.33	0.00	100
4.	Vehicle Advance	8.33	0.00	50
5.	Festival Advance	16.67	100	50
6.	Medical Reimbursement	33.33	100	100
7.	Leave Travel Concession	8.33	100	100



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# Questionnaire

## Teacher Education in NCT of Delhi

### 1. Number of Institutions

<i>Stage</i>	<i>Location</i>	<i>Management</i>	<i>Total</i>
Pre-primary	Urban Rural	Govt. Govt. aided	Unaided
Primary			
Upper Primary/			
Middle			
Secondary			
Senior Secondary			
(Academic stream only)			
Senior Secondary			
(Academic & vocational)			

### 2. Number of children on rolls in all types of schools (Reference date 31.3.95)

<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Normal	Normal	
Disabled	Disabled	
(a) Pre-primary		
(b) Primary stage		
(I-V)		
(c) Upper primary/		
Middle		
(d) Secondary		
(e) Sr./Hr. Secondary		

## 3. Number of sanctioned posts of teachers

- (a) Pre-primary
- (b) Primary
- (c) Upper primary
- (d) Secondary
- (e) Sr.Secondary

## 4. Number of additional posts created during 1993-94 and 1994-95

- (a)
- (b)
- (c)
- (d)
- (e)

## 5. Number of teachers in position

	<i>Trained</i>	<i>Untrained</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
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- (a) Pre-primary
- (b) Primary
- (c) Upper primary
- (d) Secondary
- (e) Sr. Secondary

## 6. Subjectwise number of teachers at upper primary secondary and senior secondary satage

<i>S.No.</i>	<i>Subject</i>	<i>Posts sanctioned</i>	<i>In position</i>
(a)	English		
(b)	Hindi		
(c)	Regional Language		
(d)	Mathematics		
(e)	Social Sciences		
(f)	Art		
(g)	Home Science		

(h) Health & Physical Education

(i)

(j)

(k)

(l)

**Sr. Secondary stage**

<i>S.No.</i>	<i>Subject</i>	<i>Posts sanctioned</i>	<i>In position</i>
1.	Physics		
2.	Chemistry		
3.	Biology		
4.	Mathematics		
5.	Computer Science		
6.	History		
7.	Geography		
8.	Political Science		
9.	Economics		
10.	Business Studies		
11.	Accountancy		
12.	English		
13.	Hindi		
14.	Sanskrit		
15.	Regional language		
16.	Art		
17.	Music		
18.	Drawing and Painting		
7.	Number of vacant positions as on 31.3.95		
	(a) Pre-primary		
	(b) Primary		
	(c) Upper primary		

(d) Secondary  
 (e) Sr.Secondary

8. Teacher Pupil Ratio provided in Rules and likely change in future.

	Provided in rules	Present position	Contemplated Change, if any
(a) Pre-Primary			
(b) Primary			
(c) Upper primary			
(d) Secondary			
(e) Sr.Secondary			

9. (a) Age of retirement  
 (b) Number of vacancies caused due to superannuation, deaths, resignations and pre-mature retirement during 1993-94 and 1994-95.

	1993-94	1994-95
(a) Pre-Primary		
(b) Primary		
(c) Upper Primary		
(d) Secondary		
(e) Sr.Secondary		

10. Number of teachers recruited during the last two years.

		Male	Female	Gen	SC	ST	Total
(a) Pre-Primary	1993-94						
	1994-95						
(b) Pre-Primary	1993-94						
	1994-95						
(c) Upper Primary	1993-94						
	1994-95						
(d) Secondary	1993-94						
	1994-95						

(e) Sr. Secondary 1993-94  
 1994-95

**11. Teacher Education Programmes**

Duration	No. of Institutions	Location	Management	No. of Applications during 1994-95	Total 1994-95
		Urban	Rural	Govt. Pvt.	
	(1)	(2)	(3)	(4)	(5)
					(6)

**A. a) Nursery**

Tr. Trg.

(b) Primary  
 Schools Trs.

(c) DIETs

(d) Secondary

Tr. Trg.

(B.Ed./LT. etc.)

(i) Regular

(ii) Correspondence/  
 Distance/  
 Part Time/  
 Regular

**B. a) Art & Craft**

Teachers

Training

(b) Classical  
 Languages

(i) Sanskrit

(ii) Arabic  
 Teachers  
 Training

(c) Modern  
 Indian  
 Language  
 Teachers  
 Training

(d) Physical Education Teachers' Training	1	2	3	4	5	6
(c) Home Science Teachers' Training						
(f) Vocational Education Teachers Training						
(g) Computer Science						
(h) _____						
(i) _____						
(j) _____						

12. Number of sanctioned posts of Teacher Educators and number in position for

Sanctioned In Position

- (a) Nursery Teacher Training
- (b) Primary Teacher Training
- (c) DIETs
- (d) Colleges of Teacher Education
- (e) Correspondence Courses
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_

13. Eligibility Criteria for recruitment of teacher educators

- (a)
- (b)
- (c)
- (d)
- (e)

14. Out-turn of Teachers during 1994-95

A. (a) Nursery Teachers

(b) Primary School Teachers

(c) Secondary School Teachers (General)

N.B. In the case of Secondary School Teachers, give the number subjectwise on a separate sheet.

**B. Special Subjects**

(a) Modern Indian Languages

(i)

(ii)

(iii)

(iv)

(b) Classical Languages

(i)

(ii)

(c) Home Science

(d) Physical Education

(e) Art and Craft

(f) Vocational Education

(g) \_\_\_\_\_

(h) \_\_\_\_\_

(i) \_\_\_\_\_

15. Criteria for the sanction of teaching posts such as number of sections, student strength for creating a section, number of subjects offered, etc.

(a) Pre-Primary

(b) Primary

16. Eligibility Criteria for Recruitment of teachers .

Level	Minimum Qualification	Upper Age	Experience Limit
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Academic Professional

(a) Pre-Primary

(b) Primary

- (c) Secondary
- (d) Sr.Secondary

17. Reservation in Teaching Posts, if any, for SC, ST, Physical Handicapped, Women, Minorities, Rural Area Teachers, etc.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

***Important Guidelines for Recognition of Nursery and Elementary Teacher Education Institutions under Delhi School Education Act-1973***

**Norms of Recognition**

The recognition of these institutions is governed by Delhi School Education Act (DSEA) -1973. The important guidelines for the recognition of NTT and other institutions are as under :

**Form and manner of application for recognition-** Every private school seeking recognition shall make an application in prescribed Form, to the appropriate authority, and all such applications shall either be delivered to the appropriate authority through any individual or sent to that authority by registered post acknowledgement due.

**Conditions for recognition** - No private school shall be recognised, or continue to be recognised, by the appropriate authority unless the school fulfils the following conditions, namely : [Rule-15]

- (i) the school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force and is managed in accordance with a scheme of management made under these rules ;
- (ii) subject to the provisions of clause (1) of article 30 of the Constitution of India, the school serves a real need of the locality and is not likely to affect adversely the enrolment in a nearby school which has already been recognised by the appropriate authority ;
- (iii) the school follows approved courses of instructions as provided elsewhere in these rules ;
- (iv) the school is not run for profit to any individual, group or association of individuals or any other persons ;

- (v) admission to the school is open to all without any discrimination based on religion, caste, race, place of birth or any of them;
- (vi) the managing committee observes the provision of the Act and the rules made thereunder;
- (vii) the building or other structure in which the school is carried on, its surroundings, furniture and equipment are adequate and suitable for an educational institution and, where there is any business premises in any part of the building in which such school is run, the portion in which the school is run is adequately separated from such business premises;
- (viii) the arrangements in the building or other structure and in the furnishings thereof meet adequately the requirements of health and hygiene;
- (ix) the school buildings or other structures or the grounds are not used during the day or night for commercial or residential purposes (except for the purpose of residence of any employee of the school) or for communal, political non-educational activity of any kind whatsoever;
- (x) the accommodation is sufficient for the classes under instruction in the school;
- (xi) there is no thoroughfare or public passage through any part of the school premises;
- (xii) Sanitary arrangements at the school are adequate and are kept in good order and a certificate from Health Officer of the local authority having jurisdiction over the area in which the school is located as to the health and sanitary conditions of school and its surroundings has been furnished, and will also be furnished as and when required by the appropriate authority;
- (xiii) arrangements are made for the supply of good drinking water to the students and suitable facilities are provided to enable them to take refreshments, lunch or the like;

- (xiv) the school is so conducted as to promote discipline and orderly behaviour and to maintain a high moral tone;
- (xv) no teacher or student of the school is compelled to attend a class in which religious instruction is given or take part in any religious activity; no teacher or student absenting himself from religious instruction or religious activity is made to suffer any disability on that account and student is refused admission to the school because exemption from attendance at religious exercises or religious instruction has been claimed by him or his parent or guardian;
- (xvi) facilities are provided for teaching of languages in accordance with the three language formula adopted by the Central Government;
- (xvii) the school is open to inspection by any of the following officers, namely:
  - (a) any officer authorised by the appropriate authority or the Director,
  - (b) Director of Medical Services or Health Officer of the local authority concerned;
  - (c) Civil Surgeon, Assistant Civil Surgeon or Head Officer authorised by the appropriate authority or the Director to examine the health of students or the sanitary conditions of the school and surroundings;
- (xviii) the school furnishes such reports and information as may be required by the Director from time to time and complies with such instructions of the appropriate authority of the Director as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school;
- (xix) all records of the school are open to inspection by any officer authorised by the Director or appropriate authority at any time, and the school furnishes such information as may be necessary to enable the Central

Government or the Administrator to discharge its or his obligations to Parliament or to the Metropolitan Council of Delhi as the case may be.

**Facilities to be provided by a school seeking recognition**  
**[Rule-51]**

(1) Every private school seeking recognition shall provide for the following facilities, namely:

(I) Physical Education:

- (a) suitable playground for the purposes of games, sports, and materials for such games and sports;
- (b) where no such playground is not available due to the location of the school in an area where suitable open space is not available, the school arrange for a playground in a nearby area where students could be provided the facilities for games and sports;
- (c) where no such arrangement as is referred to in clause (b) is possible, the school shall make arrangements for gymnastics or any other physical exercises;

(ii) Library service.

- (a) (i) adequate library facilities in the case of primary school, and
  - (ii) in the case of any other school, a separate room for the Library, to be used exclusively for the purpose and on no account such room shall be considered as accommodation available for class-teaching ;
- (b) a reading room attached or adjacent to the library, wherever possible;
- (c) the library has a stock of books specified by the Director as also books specified by the Affiliating Board and such other books as may meet the needs of the students and of the teachers.
- (d) the library has also books suitable for teachers in their professional work and reference work;

## (iii) Laboratory work :

- (a) in the case of a school up to middle, laboratory for teaching science, equipped according to such specifications as may be laid down from time to time, by the appropriate authority;
- (b) in the case of a school above the middle intending to run either science course or in subjects which involve practical work, accommodation, equipment and apparatus according to such specifications as may be laid down, from time to time, by the Affiliating Board or Director for the laboratory for each subject;

## (iv) Workshop practice :

- (a) a room or a workshop for conducting workshop practice or such other vocational activities as may be specified by the appropriate authority for different classes;
- (b) the workshop is equipped according to such specifications as may be laid down, from time to time, by the appropriate authority for each subject;

## (v) Co-curricular activities :

As many co-curricular activities as may be possible, so as to give to every student an opportunity of participating in one or more of the following activities, namely :

- (a) debates ;
- (b) recitation or elocution;
- (c) dramatics;
- (d) music (including folk songs), dancing (including folk dances);
- (e) hobbies of different types;
- (f) model parliament;
- (g) house system ;
- (h) prefectorial system;
- (i) class competition ;
- (j) junior wing of the National Cadet Corps;

- (k) scouting and guiding;
- (l) activities providing for social service ; and
- (m) any other co-curricular activity.

**Power to grant exemption** - The appropriate authority may, for good and sufficient reason, exempt provisionally any private school seeking recognition from one or more of the provisions of rule 50 or 51 or both for such period as it may consider necessary, provided that the appropriate authority is satisfied that the school will be in a position to fulfil in the near future, the requirements from which it is provisionally exempted.[Rule-52]

**Date of recognition**- The recognition given to a school shall be effective from the date decided upon by the appropriate authority and ordinarily recognition shall be given from the date of commencement of the school year.[Rule-53]

**Recognition to lapse if not availed of within a year** - (1) The recognition granted to a school shall lapse unless it is availed of within a year from the date on which it is to be effective.[Rule-54]

(2) Where a recognition has been granted to a private school for a limited period, such recognition shall lapse on the expiry of that period unless such recognition is renewed before the expiry of that period :

Provided that no recognition shall be renewed unless an application for such renewal has been made, in Form I, not less than six months before the date on which the recognition is to expire and unless the school continues to fulfil the conditions specified in sub-section (1) of section 4, and rule 50 :

Provided further that the appropriate authority may, on sufficient cause being shown by the managing committee of the school, relax the time-limit for making an application for the renewal of recognition.

**Lapse of recognition in other cases** - (1) If a recognised school ceases to function or is shifted to a different locality or is transferred to a different trust, society, individual or a group of

individuals without the previous approval of the appropriate authority, its recognition shall lapse on such ceasing, shifting or transfer, as the case may be and it shall, for the purpose of future recognition, be treated as a new school.

(2) Where one or more of the conditions of recognition, specified in sub-section (1) of section 4 or in rule 50, are not complied with by any recognised school, the appropriate authority may, by a written notice, draw the attention of the school to such non-compliance; and, if within thirty days from the date of service of such notice, any such condition for the recognition is not complied with, the recognition granted to such school shall, on the expiry of the said period of thirty days, stand lapsed.[Rule-55]

**Suspension or withdrawal of recognition [Rule-56]-** (1) If a school ceases to fulfil any requirement of the Act or any of the conditions specified in rule 50 or fails to provide any facility specified in rule 51, the appropriate authority may, after giving to the school a reasonable opportunity of showing cause against the proposed action withdraw, for reason to be recorded in writing, recognition from the school :

Provided, that where the appropriate authority is satisfied that the deficiencies or defects are capable of immedieate or early removal, it may, instead of withdrawing the recognition suspend the recognition for such period as it may think fit to enable the managing committee of the school to remedy the deficiencies or defects to the satisfaction of the appropriate authority :

Provided further that where the recognition of a school has been withdrawn or suspended, no appropriate authority shall grant recognition of such school whether run by the name by which it was known at the time of such withdrawal or suspension or by any other name, unless the school has removed the deficiencies or defects for which recognition has been withdrawn or suspended.

(2) A recognised school which provides for hostel facilities shall comply with the provisions of rule 39 and the instructions made thereunder, and in case of any default in complying

with such provisions or instructions, the appropriate authority may, for reasons to be recorded in writing, withdraw the recognition in relation to the school itself.

- (3) Where recognition of any school is withdrawn, the reasons for withdrawal of such recognition shall be communicated to the managing committee within seven days from the date on which the recognition is withdrawn.
- (4) Any managing committee aggrieved by the withdrawal of recognition of the school managed by it may within thirty days from the date of communication to it of the withdrawal of recognition, prefer an appeal against such withdrawal to the authority specified in rule 58.

**Restoration of recognition** - Recognition once withdrawn or lapsed shall not be restored until the appropriate authority is satisfied that the reasons which led to the withdrawal or lapse of recognition have been removed and that in all other respects the school complies with the provisions of the Act and the rules made thereunder.[Rule-57]

**Authorities to which appeals may be preferred** - (1) Every appeal against refusal by the appropriate authority to accord recognition to a school or withdrawing recognition from an existing school shall be preferred to the following authorities, namely :

- (a) where the appropriate authority is an authority designated or sponsored by the Central Government, to that Government ;
- (b) where the appropriate authority is the Administrator, to the Central Government ;
- (c) where the appropriate authority is an officer authorised by the Administrator, to the Administrator :
- (d) where the appropriate authority is a local authority, to the Administrator.

(2) Every such appeal shall be made in writing and shall be accompanied by a copy of the reasons for the refusal to accord recognition or withdrawal of recognition, as

the case may be, communicated to the appellant.[Rule-58].

***Norms for Grant in Aid to Teacher Education Institutions***

**Aid to existing schools to continue** - Every aided school shall, so long as it fulfils the conditions for receiving aid, continue, subject to the provisions of these rules, to receive such aid.[Rule-60]

**Power of Administrator to determine the number of aided schools**- The Administrator or any other officer authorised by him in this behalf shall determine, every year, the total number of recognised unaided schools to which grant-in-aid may be given.[Rule-61]

**Application for grant-in-aid** - Every application for grant-in-aid by a school shall be made in prescribed form and shall be addressed to the Administrator or any officer authorised by him in this behalf, and every application for the yearly assessment of grant shall be made in prescribed form [Rule-62].

**Power of Administrator to cause the school to be inspected** - Where an application is made for any grant-in-aid in relation to a school, the Administrator shall cause such school to be inspected by an officer authorised by him in this behalf as regards the suitability or otherwise of the school to receive such aid.[Rule-63]

**No aid to be given unless suitable undertakings are given by the managing committee**- No school shall be granted aid unless its managing committee gives an undertaking in writing that it shall comply with the provisions of the Act, its rules and such instructions as may be issued from time to time, by the Director with regard to the grant-in-aid and that the breach of any provision of the Act, these rules or of any instruction issued by the Director in this behalf shall render such school liable to be removed from the grant-in-aid list.[Rule-64]

**Conditions for grant-in-aid** - A school seeking grant-in-aid shall have:[Rule-65]

- (a) a permanent income, whether from endowments or other sources (excluding fees and the Pupils Funds) which, when supplemented by grant-in-aid, shall be adequate to discharge its obligations under the Act and to enable it to carry on its work efficiently;
- (b) a reserve fund of an amount which shall not be less than the amount indicated in the Table below or the amount specified by rules and regulations of the Affiliating Board, whichever is higher:

Provided that the amount specified in the Table below shall be subject to review, every five years, by the Advisory Board;

- (c) the reserve fund shall be the property of the school, shall be maintained in its name and shall be kept deposited in a scheduled bank or a nationalised bank or a post office and such account shall ordinarily be operated jointly by the Director or any officer authorised by him in this behalf and the manager of the school:

Provided that where it is urgently necessary to draw any money from the reserve fund to meet any emergent expenditure or to meet the salary and allowance of the employees of the school in the event of the omission or failure of the managing committee to discharge the obligations imposed upon it by sub-section (2) of section 10, the account may be operated by the Director alone. The quantum of aid is governed by the strength and level of school.

### Table

#### Scale of minimum obligatory reserve fund

Higher secondary schools having upto 500 students	Rs.10,000
Higher secondary schools having 501 to 750 students	Rs.12,000
Higher secondary schools having 751 to 1000 students	Rs.15,000
Higher secondary schools having more than 1000 students	Rs.20,000
Middle schools irrespective of the number of students	Rs. 5,000

**No grant-in-aid for unqualified staff** -(1) In order to be eligible to receive grant-in-aid, a school shall employ adequate number of qualified teaching and other staff as approved by the Director under the norms of post fixation or as has been specified by him from time to time.

(2) Save as otherwise provided in sub-rule (5) of rule 98, the pay of unqualified teachers shall not be an admissible charge for the assessment of grant-in-aid for the school unless an exemption has been made by the Director in this behalf.[Rule-66]

**Enrolment and attendance** - The number of students on the rolls of an aided school shall not fall below the number on the basis of which aid was initially granted to such school, and the number of working days of such school shall not fall below 210 in a year ; and where the number of students falls below seventy-five per cent of the first mentioned number or the number of working days falls below 210, a proportionate reduction may be made in the grant-in-aid payable to such school.[Rule-67]

**Grant-in-aid for a stage of education** - where a school receiving grant-in-aid for classes comprising one stage wishes to secure grant-in-aid for another stage, the managing committee or the manager of such school shall submit a fresh application in respect of the stage for which such grant is desired.[Rule-68]

**Stoppage, reduction or suspension of grant-in-aid**- Subject to the provisions of rule 65, any grant-in-aid to a school may be stopped, reduced or suspended at any time by the Administrator -[Rule-69]

- (a) if the managing committee of the school fails, without any resonable excuse, to comply with any provision of the Act or these rules or any instruction given by the Administrator ; or
- (b) if one or more of the conditions for the recognition discipline, organisation or instruction in the school is unsatisfactory ; or

- (c) if, as a result of lack of discipline, the academic standards are likely to be adversely affected ; or
- (d) if one or more of the conditions for the recognition of a school or the grant of any aid to a school have been violated :

Provided that no aid shall be stopped, reduced or suspended except after giving to the managing committee of the school a reasonable opportunity of showing cause against the proposed action.

**Managing committee to pay its share towards salary and allowances of employees, etc-** The managing committee of a school, in relation to which aid has been reduced or suspended, shall, if it runs the school after such reduction or suspension of aid, discharge the obligations referred to in sub-section (2) of section 10. [Rule-70]

**Power of Administrator to withdraw from the reserve fund and make payment of managing committee's share of salaries and allowances -** (1) Where the managing committee omits or fails to deposit its share of the salaries and other allowances of the employees of the school, the Administrator may authorise the Director to draw such amount from the reserve fund as would be sufficient to meet the managing committee's share of the salaries and allowances of the employees.

- (2) The Administrator may also authorise the Director to draw any sum from the reserve fund where such withdrawal from the reserve fund becomes necessary to make any emergent repairs in the buildings of the school or for any other emergent purpose. [Rule-71]

**Payment of managing committee's share of salaries and allowances where aid has been stopped, reduced or suspended-** Where aid to any school has been stopped, reduced or suspended, and the managing committee of the school has, by reason of such stoppage, reduction omitted or failed to deposit its share of the salaries and allowances of the employees of the school, the Administrator shall pay, or cause to be paid, the

managing committee's share of the salaries and allowances of the employees and authorise the Accounts Officer of the Directorate of Education, Delhi, to draw in part or in full the aid which would have been payable to the school but for such stoppage, reduction or suspension and utilise the sum so drawn towards payment of the managing committee's share of the salaries and allowances of the employees of the school, and where such withdrawal and payment is made by the Accounts Officer, he shall keep separate accounts for the withdrawal and expenditure.[Rule-72]

**Categories of aid** -(1) Aid shall be of two categories namely :

- (a) maintenance grant ; and
- (b) building grant.

(2) Maintenance grant shall be of two kinds, namely :

- (c) recurring maintenance grants; and
- (d) non-recurring maintenance grants

(3) The recurring maintenance grants are :

- (e) staff grant ;
- (f) provident fund grant ;
- (g) pension and retirement benefit grant ;
- (h) medical benefit grant ;
- (i) benefits specified in DSEA;
- (j) grants for the purpose of books and journals which are essential for the library ; and
- (k) grants for the acquisition of essential equipments of the school.[Rule-73]

**Recurring maintenance grant** - (1) Recurring maintenance grant shall be given to aided schools at the rate of ninety-five per cent of the difference between the approved expenditure on the items in relation to which reucrring maintenance grant may be made and the income from fees and such other items as may be specified by the Director.

(2) Special fee, if any, levied with the approval of the Director for the teaching of sciences, music or any other subject shall be inculded in the total fee income and

such special fee shall be expended in full for the purpose for which it has been levied :

Provided that no special fee shall be levied for teaching in the primary or middle stage.[Rule-74]

**Approved expenditure** - The expenditure for recurring maintenance grant shall comprise salaries of the staff appointed with the approval of the Director to the extent of the number of posts which have been sanctioned and approved by the Director for the purpose of aid in accordance with the post-fixation rules made by the Director from time to time.[Rule-75]

**Non-recurring maintenance grant**- Non-recurring maintenance grant shall be of the following categories, namely :

- (a) contingent grant ;
- (b) rent grant ,
- (c) depreciation grant for school ;
- (d) hostel grant and depreciation hostel grant ;
- (e) grant for equipment, furniture, games and sports materials and the like ;
- (f) biennial or triennial grants for the purchase of books for the library and for the setting up of a book bank.[Rule-76]

**Contingent grant**- (1) Contingent grant shall be admissible to a school to the extent of the ninetyfive per cent of the actual expenditure incurred during the period of twelve months immediately preceding the financial year for which the grant is made, subject to such ceiling on items as may be approved by the Director from time to time.

- (2) The approved items of contingent expenditure shall be such as are specified in DESA.
- (3) Contingent grant may not be paid unless the audited annual accounts and sundry records, like vouchers, receipts and the like, are produced, as required by the instructions issued by the Director from time to time.[Rule-77]

**Rent grant-** Rent grant for buildings taken on hire (not being a building taken on hire from any person managing the school) and used for instructional purposes shall be assessed annually and shall be an amount equal to ninety-five per cent, of such assessed rent, subject to a maximum limit of three hundred rupees per month, or such higher limit as the Central Government may, from time to time, specify :

Provided that no charge on account of upkeep and repairs of the building shall be added to the rent charged by the landlord.[Rule-78]

**Depreciation grant for the school-** Schools using their own buildings which have been constructed without any grant from public funds shall be allowed depreciation grant at the rate of Rs.12.00 per month for each room used for instructional purposes but not exceeding Rs.300.00 per month for the whole building or such higher sum as the Central Government may, from time to time, specify.[Rule-79]

**Hostel grant-** Maintenance grant to a hostel attached to an aided school shall be made at the rate not exceeding ninety-five per cent of the excess of approved expenditure over the income from hostel fees specified by the Director, subject to the condition that the average attendance of students in residence for the period of twelve months immediately preceding the financial year for which the grant is made is not less than ten.[Rule-80]

**Depreciation grant for hostel-** The aided schools which have their own hostel buildings and which have been constructed without any grant from public funds shall be allowed depreciation grant at the rate of Rs.12.00 per month for such 150 square metres of area under actual occupation by boarders and for kitchen buildings at the rate of Rs.8.00 per month and at the rate of Rs.15.00 per month for the Superintendent's quarters or at such higher rates as the Central Government may, from time to time, specify.[Rule-81]

**Depreciation fund -** Depreciation grant given to a school or its hostel shall be deposited by the managing committee in a

depreciation fund account to be opened in a scheduled bank or a nationalised bank in the joint name of the Director or any other officer authorised by him in this behalf and the manager of the school, and no money shall be withdrawn from the said account for the normal maintenance expenditure :[Rule-82]

Provided that the Director may, in special circumstances permit an aided school to utilise the said fund for extraordinary repairs, additions or alterations to the building or for such other purposes as might yield regular income to the school.

**Grant for equipment, furniture, etc.** -(1) Grant for the purpose of equipment, furniture, appliances or games and sports materials or the like shall be paid annually and shall be not less than two-thirds of the total expenditure actually incurred in the purchase of approved articles of such specifications as may be laid down by the Director.

- (2) No grant shall be admissible on the expenditure for the conveyance or cartage of such equipment, furniture or appliances.
- (3) No grant shall also be admissible under this head for ordinary repairs of furniture and equipment and purchase of consumable articles for science, drawing, domestic science and agriculture ; and the expenditure on these items shall be incurred from the contingent grant or from the special fee, if any, levied for the teaching of such subject.

**Conditions relating to the payment of grant for equipment etc** - The grant for the purchase of furniture, equipment or appliances, games and sports materials or the like, shall be paid subject to the following conditions, namely :

- (a) that the Director is satisfied that the purchase for which the grant is made has actually been made and that the articles are of the approved kind and specification ;
- (b) the managing committee of the school gives an undertaking, in writing, that -

- (i) no article purchased with the grant shall be struck off from the school property register or the stock register and no book shall be removed from the catalogue of library books unless it has been previously declared as unserviceable by a properly constituted Condemnation Board constituted by the Directorate of Education, Delhi ;
- (ii) all such unserviceable articles shall be written off and disposed of by the managing committee in accordance with the instructions of the Director :

Provided that where the value of any unserviceable article exceeds rupees five hundred, it shall not be written off without the previous sanction of the Director,

- (iii) the sale proceeds, if any, shall be refunded to the Government in the same proportion in which the grant was drawn for the purchase of the articles ;
- (iv) if the school ceases to be a school of the status approved by the Director or an aided school or it has been maintained in a state of inefficiency, or the articles are used for purposes other than those for which they have been purchased, then the Director shall have a lien on the articles for the recovery of a sum which bears such proportion to the present market value of the articles as the grant bears to the market value of such articles at the time when the grant was made ;
- (v) non-recurring grant may be sanctioned by the Director at the rate of not less than two -thirds of the approved expenditure subject to a maximum of one thousand rupees in each individual case ;

**Application for grant of furniture , etc - (1)** Applications for grant for the purchase of furniture , equipments, appliances and games and sports materials shall be submitted in Form II to the Administrator by the 1st day of September of the financial year preceding that in which the grant, if approved, is to be

paid, and a detailed list, with the cost of each item, shall be invariably furnished with each application.

(2) The decision of the Director shall be communicated to the managing committee of the school by the 31<sup>st</sup> day of December of the year in which the application is made.[Rule-85]

**Procedure for purchase of furniture** - The purchase of equipment, furniture, appliances and games and sports materials and the submission of grant papers shall be made in accordance with such procedure, and shall be governed by such conditions, as may be specified by the Director from time to time.[Rule-86]

**Building grant** - (1) Building grant may be paid for the following purposes only to those schools which are qualified to receive maintenance grant, for -

- (a) purchase, construction or extension of school or hostel building ;
- (b) payment of debts incurred in the purchase, construction or extension of school or hostel buildings.

(2) No grant shall be admissible under sub-rule -(1) for ordinary and extraordinary repairs and for the upkeep of a school building, and any grant made under clause (b) of sub-rule (1) shall be made only in special cases.[Rule-87]

**Quantum of building grant** - No building grant shall ordinarily exceed two-thirds of the total expenditure actually incurred subject to a maximum of rupees one lakh or any higher amount which may, after the commencement of these rules, be approved by the Central Government.[Rule-88]

**Application for building grant**- (1) Applications for building grant shall be submitted, along with the plan estimates and specifications for the building, in such form, as may be specified by the Administrator.

(2) Every application for building grant shall comply with such conditions, including execution of an agreement, as may be specified by the Administrator .[Rule-89]

**Income from building** - Any income derived by letting out a portion or whole of the building used for instructional purposes or for hostel shall be regarded as miscellaneous income of the school and shall be deducted from the total rent or depreciation grant due to it, in accordance with the following criteria, namely :[Rule-90]

- (i) in the case of school buildings which have been constructed after obtaining building grant from the Administrator, or public funds, only two-thirds of the total amount recovered from any canteen, tuck-shop or any employee living in the school premises shall be adjustable against the grant payable to the school ;
- (ii) in the case of school buildings, which have been constructed without assistance from building grant or public funds, one-third of the total amount of income derived by the school from any canteen, tuck-shop or any employee living in the school premises shall be adjustable against the depreciation grant payable to the school ;
- (iii) in the case of schools which are housed in rented buildings, the entire income derived by the school from any canteen, tuck-shop or any employee living in the school premises shall be adjustable against the rent grant if the rent of the school building is within the specified limit ; but where the rent paid is in excess of the specified limit, that part of the income which reduces the liability to the specified limit, shall be taken into account for adjustment against rent grant.

**Grant not admissible on the salary of manager** - (1) If the manager of a school is a person other than the head of the school and such manager is working on a salaried basis, no grant shall be admissible in relation to the salary of such manager.

(2) where the head of the school also functions as the manager thereof, no salary or other remuneration shall be payable to him for functioning as such manager.

**Conditions of inadmissibility of grants -** (1) No aid shall be admissible on any special increment, allowance or financial benefit given to the employees unless the same has been previously approved by the Director.[Rule-92]

(2) No aid shall be granted in respect of any employee who is retained in service subsequent to the attainment by such employee of the age of superannuation, unless such retention is made in accordance with these rules or with prior approval of the Director or in accordance with the general instructions issued by the Director.

(3) No aid shall be admissible in the case of an employee rendering gratuitous service :

Provided that if an employee is approved by the Director to work on part-time and salaried basis the admissible grant in his case shall be calculated at the rate of pay specified for similar category of teachers employed in Government schools and in proportion to the time spent by him for teaching work other than religious instruction.

(4) The minimum number of weekly period of actual secular instruction required to qualify a teacher for full staff grant, shall not be less than that laid down from time to time for a teacher of a similar grade in a Government school :

Provided that the staff grant may be reduced or disallowed if this condition is not fulfilled.

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